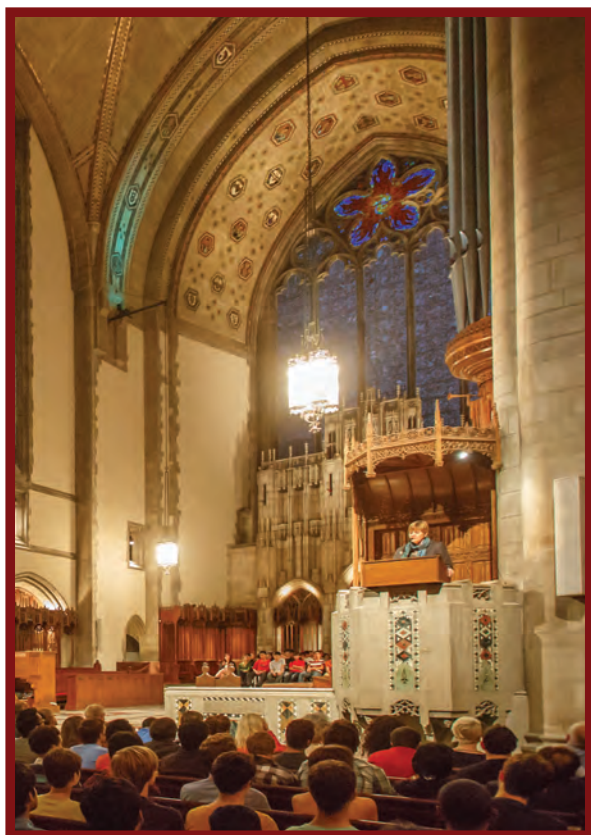


THE UNIVERSITY OF
CHICAGO



THE COLLEGE
CATALOG 2013-2014

INTRODUCTION

The University of Chicago is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, or other protected classes under the law.

The University official responsible for coordinating compliance with the University of Chicago nondiscrimination policy is Aneesah Ali, Associate Provost, Affirmative Action Officer, and Title IX Coordinator. She can be reached via email at aali@uchicago.edu and by telephone at 773.702.5671.

The Title IX Coordinator for Students is Belinda Cortez Vazquez, Associate Dean of Students in the University for Student Affairs. She can be reached via email at belinda@uchicago.edu and by telephone at 773.702.9710.

The content of this catalog is accurate as of April 15, 2013. It is subject to change.

Cover photo by Jason Smith.



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THE CURRICULUM

The University of Chicago College curriculum has three components: general education requirements, a major, and electives.

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

Majors are described in detail in the Programs of Study (p. 48) section of the catalog.

Electives provide scope to a student's work in the College. Students choose electives to pursue interests, wherever they fall in the College catalog, that are not covered by their general education sequences or their major. Depending on other choices, electives comprise about one-third of the degree program.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Credit for forty-two quarter courses is required for the undergraduate degree. Students may count each quarter course only once in the degree program of forty-two courses.

GENERAL EDUCATION

Humanities, Civilization Studies, and the Arts (6 quarters)

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

Students take a total of six quarters in humanities and civilization studies, selecting one of the following three options. The letters in parentheses refer to the sections below.

1. A three-quarter humanities sequence (A); a two-quarter civilization studies sequence (C); and one course in the dramatic, musical, and visual arts (B).
2. A three-quarter civilization studies sequence (C); a two-quarter humanities sequence (A); and one course in the dramatic, musical, and visual arts (B).
3. A two-quarter humanities sequence (A); a two-quarter civilization studies sequence (C); and two quarter courses in the dramatic, musical, and visual arts (B).

A. Interpretation of Historical, Literary, and Philosophical Texts

All humanities courses that meet general education requirements engage students in the pleasure and challenge of humanistic works through the close reading of a broad range of literary, historical, and philosophical texts. These are not survey courses; rather, they work to establish methods for appreciating and analyzing the meaning and power of exemplary texts. In combination with these courses, students take HUMA 19100 Humanities Writing Seminars that introduce the analysis and practice of expert academic writing.

The humanities sequences give students the opportunity to focus on a range of issues and texts. All HUMA 10000-level sequences that meet general education requirements are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring). Once students begin a sequence, they are expected to remain in the same sequence.

A three-quarter sequence in humanities is recommended for students who are preparing for medical school or for law school. Students who are unable to complete a three-quarter sequence in their first year should plan to take a writing-intensive English course when their schedule allows. This English course, however, cannot be applied to the general education humanities requirement.

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

HUMA 11000-11100-11200	Readings in World Literature I and Readings in World Literature II and Readings in World Literature III	300
HUMA 11500-11600-11700	Philosophical Perspectives I and Philosophical Perspectives II and Philosophical Perspectives III	300
HUMA 12000-12100-12200	Greek Thought and Literature I and Greek Thought and Literature II and Greek Thought and Literature III	300
HUMA 12300-12400-12500	Human Being and Citizen I and Human Being and Citizen II and Human Being and Citizen III	300
HUMA 13500-13600-13700	Introduction to the Humanities I and Introduction to the Humanities II and Introduction to the Humanities III	300
HUMA 14000-14100-14200	Reading Cultures: Collection, Travel, Exchange I and Reading Cultures: Collection, Travel, Exchange II and Reading Cultures: Collection, Travel, Exchange III	300
HUMA 16000-16100-16200	Media Aesthetics: Image, Text, Sound I and Media Aesthetics: Image, Text, Sound II and Media Aesthetics: Image, Text, Sound III	300
HUMA 17000-17100-17200	Language and the Human I and Language and the Human II and Language and the Human III	300

B. Dramatic, Musical, and Visual Arts

These courses provide an introduction to methods for analyzing, comprehending, and appreciating works of dramatic, musical, or visual art by examining their formal vocabularies and how these vocabularies are used to create meaning. This objective is met either by the intensive study of selected masterpieces or by producing original works of art, drama, music, or performance.

The courses below are not specialized introductions to one single field or creative practice, but instead are expressly designed to broadly investigate the arts through study and practice. For that reason, only the courses on the list below can be used to satisfy the general education requirement in the dramatic, musical, or visual arts. NOTE: Substitutes will not be approved. Students with expertise in one particular area of the arts should pursue course work in a different area.

ARTH 10100	Introduction to Art	100
ARTH 14000 through 16999. Art Surveys		
ARTH 17000 through 18999. Art in Context		
ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100
CRWR 12100 through 12199. Introduction to Genres or Reading As a Writer		
MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100
TAPS 10100	Drama: Embodiment and Transformation	100
TAPS 10200	Acting Fundamentals	100
TAPS 10300 through 10699. Text and Performance		
TAPS 28400	History and Theory of Drama I	100
TAPS 28401	History and Theory of Drama II	100

C. Civilization Studies

Each sequence provides an in-depth examination of the development and accomplishments of one of the world's great civilizations through direct encounters with some of its most significant documents and monuments. Students who have completed (or plan to complete) three quarters of a humanities sequence and one quarter of the dramatic, musical, or visual arts and therefore need only two quarters of civilization studies, may take any of the three-quarter sequences as a two-quarter sequence. NOTE: Not all of the sequences that follow are offered every year; consult departmental course listings.

CRES 24001-24002-24003	Colonizations I and Colonizations II and Colonizations III	300
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EALC 10800-10900-11000	Introduction to the Civilizations of East Asia I and Introduction to the Civilizations of East Asia II and Introduction to the Civilizations of East Asia III	300
GNSE 15002-15003	Gender and Sexuality in World Civilizations I and Gender and Sexuality in World Civilizations II	200
HIPS 17300-17400-17501-17502	Science, Culture, and Society in Western Civilization I and Science, Culture, and Society in Western Civilization II and Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance and Science, Culture, and Society in Western Civilization IV: Modern Science ⁺	400
HIST 10101-10102	Introduction to African Civilization I and Introduction to African Civilization II	200
HIST 13001-13002-13003	History of European Civilization I and History of European Civilization II and History of European Civilization III ⁺	300
HIST 13100-13200-13300	History of Western Civilization I and History of Western Civilization II and History of Western Civilization III	300
HIST 13500-13600-13700	America in World Civilization I and America in World Civilization II and America in World Civilization III	300
HIST 13900-14000	Introduction to Russian Civilization I and Introduction to Russian Civilization II	200
HIST 16700-16800-16900	Ancient Mediterranean World I and Ancient Mediterranean World II and Ancient Mediterranean World III	300
JWSC 20001-20002-20003	Jewish History and Society I: Ancient Jerusalem and Jewish History and Society II: Jews in the Modern World and Jewish History and Society III: Narratives of Assimilation	300
JWSC 20004-20005-20006	Jewish Thought and Literature I: Introduction to the Hebrew Bible and Jewish Thought and Literature II: The Bible and Archaeology and Jewish Thought and Literature III: The Jewish Interpretation of the Bible in the Middle Ages	300
LACS 16100-16200-16300	Introduction to Latin American Civilization I and Introduction to Latin American Civilization II and Introduction to Latin American Civilization III	300
MUSI 12100-12200	Music in Western Civilization I: To 1750 and Music in Western Civilization II: 1750 to the Present	200

NEHC 20001-20002-20003	Ancient Near Eastern History and Society I: Egypt and Ancient Near Eastern History and Society II: Mesopotamia and Ancient Near Eastern History and Society III: Anatolia and Levant	300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I: Mesopotamian Literature and Ancient Near Eastern Thought and Literature II: Anatolian Literature and Ancient Near Eastern Thought and Literature III	300
NEHC 20011-20012-20013	Ancient Empires I: The Neo-Assyrian Empire and Ancient Empires II: The Ottoman Empire and Ancient Empires III: The Egyptian Empire of the New Kingdom	300
NEHC 20416-20417-20418	Semitic Languages Cultures and Civilizations I and Semitic Languages Cultures and Civilizations II and Semitic Languages Cultures and Civilizations III	300
NEHC 20501-20502-20503	Islamic History and Society I: The Rise of Islam and the Caliphate and Islamic History and Society II: The Middle Period and Islamic History and Society III: The Modern Middle East	300
NEHC 20601-20602-20603	Islamic Thought and Literature I and Islamic Thought and Literature II and Islamic Thought and Literature III	300
SALC 20100-20200	Introduction to the Civilizations of South Asia I and Introduction to the Civilizations of South Asia II	200

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

Students may also complete their civilization studies requirement by participating in one of the College's study abroad programs listed below. For more information about these programs, see the Study Abroad (p. 1433) section of this catalog or visit study-abroad.uchicago.edu. Eligible Study Abroad programs include:

Rome: Antiquity to Baroque I-II-III

Western Mediterranean Civilization I-II-III

African Civilizations: Colonialism, Migration, Diaspora I-II-III

South Asian Civilizations in India I-II-III

China in East Asian Civilization I-II-III

Latin American Civilization in Oaxaca I-II-III

Vienna in Western Civilization I-II-III

European Civilization in Paris I-II-III

Civilisation Européenne I-II-III

Greek Antiquity and Its Legacy I-II-III

Jerusalem in Middle Eastern Civilizations I-II-III

Natural and Mathematical Sciences (6 quarters)

Courses and sequences in the natural sciences are designed to explore significant features of the natural universe and to examine the exciting process of scientific inquiry. These courses consider the powers and limitations of diverse forms of scientific observation, scientific reasoning, and natural laws.

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

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

Mathematical sciences courses may investigate a number of different lines of inquiry, including formal reasoning through use of precise artificial languages, methods for learning about the world using imperfect or incomplete data, and developing approaches to quantifying and characterizing natural processes.

Students take six quarter courses in the following areas: at least two quarters of physical sciences (see sections A and C); at least two in the biological sciences (see sections B and C); and at least one in the mathematical sciences (see section D).

Students may meet the natural sciences requirement with a two- or three-quarter sequence in the physical sciences and a two- or three-quarter sequence in the biological sciences, or with a four-quarter natural science sequence that integrates the physical and biological sciences requirements. Students meet the mathematical sciences requirement with one or two quarters of computer science, mathematics, or statistics. Students should choose among the following options based on their major and/or preparation for the health professions. General education courses in the sciences are sometimes available abroad. See study-abroad.uchicago.edu for details.

A. Physical Sciences Sequences

1. Students majoring in physical sciences (except statistics majors), students majoring in biological sciences, and students preparing for the health professions must complete one of the sequences listed below. The third quarter of these yearlong sequences is applied to a student's major or electives.

CHEM 10100 & CHEM 10200 & CHEM 11300	Introductory General Chemistry I and Introductory General Chemistry II and Comprehensive General Chemistry III ⁺	300
CHEM 11100-11200-11300	Comprehensive General Chemistry I and Comprehensive General Chemistry II and Comprehensive General Chemistry III ⁺	300
CHEM 12100-12200-12300	Honors General Chemistry I and Honors General Chemistry II and Honors General Chemistry III ^{*+}	300
PHYS 12100-12200-12300	General Physics I and General Physics II and General Physics III ⁺	300
PHYS 13100-13200-13300	Mechanics and Electricity and Magnetism and Waves, Optics, and Heat ⁺	300
PHYS 14100-14200-14300	Honors Mechanics and Honors Electricity and Magnetism and Honors Waves, Optics, and Heat ⁺	300

* For information, see the Chemistry, Placement Tests, and Advanced Placement Credit sections elsewhere in this catalog.

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

2. Students who do not plan to major in the physical or biological sciences may choose from the sequences listed below (but nonmajors also have the option to register for the sequences designed for majors). Enrollment in sequences with an asterisk (*) is limited to first- and second-year students and entering transfer students. In addition to the sequences identified below, any combination of two courses selected from PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, and PHSC 13600 Natural Hazards will satisfy the physical sciences requirement, where registration is restricted to first- and second-year students and entering transfer students.

PHSC 10900 & PHSC 11000	Ice-Age Earth and Environmental History of the Earth [*]	200
PHSC 10900 & PHSC 13400	Ice-Age Earth and Global Warming: Understanding the Forecast [*]	200
PHSC 11000 & PHSC 11200	Environmental History of the Earth and Foundations of Modern Physics II	200
PHSC 11100-11300	Foundations of Modern Physics I and Everyday Physics	200

PHSC 11400-11500	Development of Life on Earth and Extraterrestrial Life	200
PHSC 11900-12000	Stellar Astronomy and Astrophysics and The Origin of the Universe and How We Know	200
PHSC 13400 & PHSC 13500	Global Warming: Understanding the Forecast and Chemistry and the Atmosphere *	200
PHSC 13400 & PHSC 13600	Global Warming: Understanding the Forecast and Natural Hazards *	200
PHSC 13500 & PHSC 11000	Chemistry and the Atmosphere and Environmental History of the Earth *	200

3. A non-science student who wants to satisfy the physical sciences requirement by taking three physical sciences courses can use the following combinations:

- PHSC 11100-11300 plus any one of PHSC 10900, 11000, 13400, 13500, or 13600
- PHSC 11900-12000 plus any one of PHSC 10900, 11000, 13400, 13500, or 13600
- PHSC 11900-12000 plus PHSC 12800
- Any three of PHSC 10900, 11000, 13400, 13500, 13600
- Students who complete any 10000-level two-course sequences in the physical sciences can use any of the following as a third course to satisfy the requirement: PHSC 18100 The Milky Way, PHSC 18200 The Origin and Evolution of the Universe, PHSC 18300 Searching Between the Stars. If a student wishes to satisfy the physical sciences requirement using only two courses, then PHSC 18100, 18200, or 18300 are not acceptable as one or both of these.

Students who seek to deviate from the combinations identified here should submit a petition to the master of the Physical Sciences Collegiate Division, Harper Memorial Library 235.

B. Biological Sciences Sequences

Detailed course and sequence descriptions may be found in the Biological Sciences (p. 149) section of Programs of Study. The requirement should be completed by the end of the second year.

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

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

Multiple sections of BIOS 10130 Core Biology are taught throughout the year. Sections are taught from a different perspective based upon the specialty of the instructor. The student should register for the section that best suits his or her interests based upon the descriptions in the Biological Sciences (p. 149) section.

2. For nonmajors preparing for the health professions: A Fundamentals Sequence described in the Biological Sciences (p. 149) section.

3. For students majoring in the Biological Sciences: BIOS 20150 (p. 149) A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 (p. 149) Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 (p. 149) Introduction to Quantitative Modeling in Biology (Advanced).

C. Natural Sciences Sequence

NTSC 10100-10200-10300-10400 Evolution of the Natural World I-II-III; Environmental Ecology is a four-quarter sequence that students in the humanities and social sciences can choose to meet the general education requirements in the physical and biological sciences. (These requirements can be met separately, of course.) This sequence is open only to first- and second-year students and to entering transfer students, with preference given to first-year students. Courses must be taken in sequence. If this sequence is chosen, students must also register for two appropriate courses in the mathematical sciences.

D. Mathematical Sciences Courses and Sequences

These courses develop the powers of formal reasoning through use of precise artificial languages found in mathematics, computer science, statistics, or formal logic. They present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions.

Only courses beyond the level of precalculus may be used to meet the mathematical sciences requirement. Students must first register for MATH 10500-10600 Fundamental Mathematics I-II, or place into MATH 13100 Elementary Functions and Calculus I, MATH 15100 Calculus I, MATH 16100 Honors Calculus I, or MATH 11200 Studies in Mathematics I, before taking any of the courses below. NOTE: Both precalculus courses together will be counted as one elective credit.

Students must meet this requirement with the first two quarters of a calculus sequence if they are preparing for the health professions or if they anticipate majors in the physical or biological sciences, economics, psychology, or public policy studies. Other restrictions may apply. Students should consult their College adviser or departmental counselor about course choices.

CMSC 10200	Introduction to Programming for the World Wide Web II	100
CMSC 10500-10600	Fundamentals of Computer Programming I and Fundamentals of Computer Programming II	200
CMSC 11000-11100	Multimedia Programming as an Interdisciplinary Art I and Multimedia Programming as an Interdisciplinary Art II	200
CMSC 12100-12200	Computer Science with Applications I and Computer Science with Applications II	200
CMSC 15100-15200	Introduction to Computer Science I and Introduction to Computer Science II	200

CMSC 16100-16200	Honors Introduction to Computer Science I and Honors Introduction to Computer Science II	200
MATH 11200-11300	Studies in Mathematics I and Studies in Mathematics II	200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II	200
MATH 15100-15200	Calculus I and Calculus II	200
MATH 16100-16200	Honors Calculus I and Honors Calculus II	200
STAT 20000	Elementary Statistics	100
Statistics AP credit (score of 4 or 5)		
Calculus BC AP credit (score of 5); or placement into MATH 15300 through placement test		
Calculus BC AP credit (score of 4); or placement into MATH 15200 through placement test*		
Calculus AB AP credit (score of 5); or placement into MATH 15200 through placement test*		

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

Social Sciences (3 quarters)

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

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

"Power, Identity, and Resistance" concentrates on various aspects of power, from the roles of markets and states to the social structures that determine individual, class, and gender inequalities.

"Self, Culture, and Society" studies problems basic to human existence. The sequence starts with the conceptual foundations of political economy as well as theories of capitalism and modern society. Students then consider the relation of culture, society, and lived experience. Finally, students consider the social and cultural constitution of the person, with examination of race, gender, and sexuality.

"Social Science Inquiry" explores classic and contemporary points of view about ways of gathering, analyzing, and interpreting information about public policy issues. The course aims to provide the student with an introduction to the philosophy of social science inquiry, a sense of how that inquiry is conducted, and an understanding of how policy implications can be drawn responsibly from evidence provided by empirical social science. The course's objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses.

"Mind" explores subjective experience and behavior through the lens of underlying mental processes, biological mechanisms, and social context. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience.

"Classics of Social and Political Thought" reads classic texts to investigate criteria for understanding and judging political, social, and economic institutions.

SOSC 11100-11200-11300	Power, Identity, and Resistance I and Power, Identity, and Resistance II and Power, Identity, and Resistance III	300
SOSC 12100-12200-12300	Self, Culture, and Society I and Self, Culture, and Society II and Self, Culture, and Society III	300
SOSC 13100-13200-13300	Social Science Inquiry I and Social Science Inquiry II and Social Science Inquiry III	300
SOSC 14100-14200-14300	Mind I and Mind II and Mind III	300
SOSC 15100-15200-15300	Classics of Social and Political Thought I and Classics of Social and Political Thought II and Classics of Social and Political Thought III	300

MAJOR PROGRAMS

(9 to 19 quarter courses)

Majors complement the breadth of the Chicago general education requirements with an opportunity to come to grips with the depth of knowledge and the complexities of developing knowledge in a particular area of inquiry. More than a set of course credits, a sound major is an effort to understand the methods and experience of a discipline or interdisciplinary field. Majors range from nine to thirteen courses, and in special cases up to nineteen courses.

The number of courses required for a major determines the number of electives; together they total twenty-seven courses. Programs that specify thirteen courses require fourteen electives; programs that specify twelve courses require fifteen electives, and so on.

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

declare a major by meeting with their College adviser and with the director of undergraduate studies in the department. Unless otherwise specified by the department, the deadline for declaring a major is Spring Quarter of a student's third year.

The following major programs are available:

In the Biological Sciences Collegiate Division (BSCD)

Biological Sciences

Biological Sciences

Biological Sciences with Specialization in Cancer Biology

Biological Sciences with Specialization in Cellular and Molecular Biology

Biological Sciences with Specialization in Ecology and Evolution

Biological Sciences with Specialization in Endocrinology

Biological Sciences with Specialization in Genetics

Biological Sciences with Specialization in Immunology

Biological Sciences with Specialization in Microbiology

Biological Sciences with Specialization in Neuroscience

In the Humanities Collegiate Division (HCD)

Art History

Cinema and Media Studies

Classical Studies

Comparative Literature

Early Christian Literature

East Asian Languages and Civilizations

English Language and Literature

Gender and Sexuality Studies

Germanic Studies

Interdisciplinary Studies in the Humanities

Jewish Studies

Linguistics

Medieval Studies

Music

Near Eastern Languages and Civilizations

Philosophy

Philosophy

Philosophy and Allied Fields

Religion and the Humanities

Romance Languages and Literatures

Slavic Languages and Literatures

South Asian Languages and Civilizations
Theater and Performance Studies
Visual Arts

In the New Collegiate Division (NCD)

Fundamentals: Issues and Texts
Law, Letters, and Society
Religious Studies
Tutorial Studies

In the Physical Sciences Collegiate Division (PSCD)

Biological Chemistry
Chemistry
Computer Science
Environmental Science
Geophysical Sciences
Mathematics
 Applied Mathematics
 Mathematics
 Mathematics with Specialization in Economics
Physics
 Physics
 Physics with Specialization in Astrophysics
Statistics

In the Social Sciences Collegiate Division (SSCD)

Anthropology
Comparative Human Development
Comparative Race and Ethnic Studies
Economics
Environmental Studies
Geographical Studies
History
History, Philosophy, and Social Studies of Science and Medicine
International Studies
Latin American Studies
Political Science
Psychology
Public Policy Studies

Russian Studies

Sociology

MINOR PROGRAMS

Some majors offer minors to students in other fields of study. For requirements, see descriptions elsewhere in this catalog of programs listed below. A minor requires five to seven courses. Courses in a minor cannot be (1) double counted with the student's major(s) or with other minors or (2) counted toward general education requirements. Courses in a minor must be taken for quality grades, and more than half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers. Courses taken to complete a minor are counted toward electives. Students declare a minor by meeting with their College adviser and with the director of undergraduate studies in the department. Students submit to their College adviser the director's approval for the minor on a form obtained from the adviser. The deadline for declaring a minor is Spring Quarter of a student's third year.

Minor programs are offered in the following areas:

Art History

Biological Sciences

 Biological Sciences

 Computational Neuroscience

Cinema and Media Studies

Classical Studies

Comparative Race and Ethnic Studies

Computer Science

East Asian Languages and Civilizations

English and Creative Writing

Environmental Studies

Gender and Sexuality Studies

Germanic Studies

History, Philosophy, and Social Studies of Science and Medicine

Human Rights

Jewish Studies

Latin American Studies

Linguistics

Mathematics

Medieval Studies

Music

Near Eastern Languages and Civilizations

Norwegian Studies
 Philosophy
 Physics
 Religious Studies
 Romance Languages and Literatures
 Slavic Languages and Literatures
 South Asian Languages and Civilizations
 Statistics
 Theater and Performance Studies (TAPS)
 Visual Arts

ELECTIVES

(8 to 18 quarter courses)

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

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

When MATH 10500-10600 Fundamental Mathematics I-II are required, both precalculus courses together will be counted as only one elective. Language credit, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses or credit as part of the major. Courses taken to complete a minor are counted toward electives.

Up to six credits earned by examination (Advanced Placement and International Baccalaureate Programme tests taken in high school, and placement tests taken during Orientation) may be used as electives. For more information, see the Examination Credit and Transfer Credit section elsewhere in this catalog.

OTHER COLLEGE REQUIREMENTS

Language Competence

Students in the College are required to possess understanding of more than one culture and to demonstrate competence in a language other than English. The language competence requirement must be met by demonstrating reading, writing, and (where appropriate) listening and speaking skills equivalent to one year of college-level study. For information about which languages are currently being

taught and which may be used to meet the language competence requirement, visit timeschedules.uchicago.edu.

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

- passing a College-administered competency examination;
- completing (with a quality grade) a first-year language sequence or higher-level course offered at the University of Chicago;
- receiving a score of 3 or higher on an AP examination in French, German, Italian, Latin, or Spanish; or receiving a score of 4 or higher on an AP examination in Japanese. (To meet the language competence requirement using IB test scores, students should consult with their advisers or with the assessment director regarding individual languages.);
- placing into the second year or higher in a foreign language offered at the University of Chicago, then participating in one of the College's Civilization Studies Abroad programs (visit study-abroad.uchicago.edu for more information) where that language is spoken, and completing (with a quality grade) the language course offered in the program; or
- participating in a College-approved one-quarter foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu for more information).

Students who are foreign nationals may meet the language competence requirement if their formal schooling experience in a country other than the United States enables them to demonstrate the criteria of cultural understanding and language competence described above. They must submit a petition to Catherine Baumann (C 502, 702.8008, ccbauman@uchicago.edu). Supporting documentation must also be provided.

Students fulfill requirements that are in place when they enter the College. For more information on the requirements for students who entered the College between 1999 and 2010, refer to the appropriate archived editions of Courses & Programs of Study (collegecatalog.uchicago.edu/archives).

NOTE: Students are strongly urged to complete the language competence requirement in their first two years in the College.

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

PHYSICAL EDUCATION

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

Physical education courses are not included among the forty-two academic courses counted toward a degree, and they are not counted toward the number of courses that determine full- or part-time status.



DEGREE PROGRAM WORKSHEET

Download a pdf of the Degree Program Worksheet. (http://collegecatalog.uchicago.edu/thecollege/degreeprogramworksheet/degree_program_worksheet.pdf)



LIBERAL EDUCATION AT CHICAGO

For a century the College of the University of Chicago has been an innovative leader in liberal education in the United States. Since the 1930s the curriculum of the College has varied in its details, but its intellectual foundations have been constant.

Undergraduate education at Chicago begins with a common core curriculum, conducted from the standpoint of multiple disciplines but beholden to none, which provides opportunities for critical inquiry and the discovery of knowledge. Chicago's long-standing commitment to a rigorous core of general education for first- and second-year students emphasizes the unique value of studying original texts and of formulating original problems based on the study of those texts. The objective of our faculty-taught general education courses—which constitute the major component of the first two years in the College—is not to transfer information, but to raise fundamental questions and to encourage those habits of mind and those critical, analytical, and writing skills that are most urgent to a well-informed member of civil society.

Just as general education provides a foundation for addressing key intellectual questions, the major program of study insists upon depth of knowledge and sophistication in a defined field—whether a traditional academic discipline, an interdisciplinary program, or, in unusual cases, a program of the student's own design undertaken in conjunction with a tutor. Majors afford students invaluable opportunities to develop and defend complex arguments by means of extended scholarly research.

The curriculum, however, extends beyond the general education requirements and the major. The faculty has always believed that maturity and independence of mind are enhanced by exploration in intellectual universes outside or transcending required programs of study. Electives—that is, courses drawn from other majors, independent research projects, programs of overseas study, and advanced training in a second language—provide a breadth and a balance that is critical to a true liberal education. Hence the Chicago curriculum allows up to one-third of a student's academic work to consist of electives that will build upon the work of our general education courses, but do so on more advanced and more focused levels.

Many national figures in higher education have been identified with Chicago's undergraduate curriculum—including William Rainey Harper, Robert Maynard Hutchins, and Edward Levi—but learning at Chicago has never been the province of one person or one vision. Rather, the curriculum devoted to "the knowledge most worth having," and the critical cast of mind that it develops, has been the product of generations of collegial debate and constant re-examination, processes which are themselves a part of the intellectual adventure to which the curriculum is devoted.



ACADEMIC REGULATIONS AND PROCEDURES

For a general overview, students are urged to read Policies and Regulations in the quarterly time schedules at timeschedules.uchicago.edu. Because students are held responsible for this information, they are encouraged to discuss any questions they have with their College advisers. The following pages describe some of the College's regulations and procedures.

- Grading and Academic Status (p. 26)
- Taking Courses (p. 29)
- Earning a Degree (p. 31)
- Registration (p. 33)
- Academic Advising (p. 34)
- Academic Integrity (p. 36)



GRADING AND ACADEMIC STATUS

ACADEMIC WARNING AND PROBATION

In each quarter of registration, students must complete *on time* 75 percent of the courses for which they register (i.e., at least three courses) with a minimum GPA of 1.75. A student who fails to meet this requirement is placed on academic warning for the following quarter. An academic warning is an informal sanction without a notation on the transcript. Students on academic warning are expected to complete 75 percent of the courses in the next quarter of registration with a minimum GPA of 1.75; courses must be completed on time. At the end of that quarter, students either will be returned to good standing or they will be placed on academic probation and an official sanction will be noted on the transcript. At the end of the following quarter, students are either taken off probation or asked to leave the College for a period of time, usually at least one year.

If a student has been taken off probation and—in the subsequent quarter—fails to meet the minimum course completion rate and GPA threshold to remain in good standing, the Dean of Students may decide to place the student directly back on academic probation.

Special rules apply to first-year students. First-year students who complete either no courses or only one course in any quarter are placed directly on probation.

NOTE: Students on financial aid who fail to meet completion rate and GPA requirements and/or fail to complete nine courses each year may jeopardize their financial aid packages.

For the purpose of determining eligibility to participate in varsity sports, all students eligible to register are considered to be in good standing.

DEAN’S LIST

Full-time, degree-seeking students whose grade point averages are 3.25 or above for an academic year (in which they have completed a minimum of nine courses with at least seven quality grades) are placed on the Dean’s List for that year and their official transcripts are marked accordingly. Please note that for the purposes of the Dean’s List the point equivalency of an outstanding I or Q is zero. A determination is made each year on the basis of grades available in the registrar’s office on July 1. The GPA is not recomputed either for Summer Quarter grades or for grades received to replace Q or I marks. For course work that does not contribute to the GPA, see note above under “Grades.”

GRADES

The following grades are awarded in undergraduate courses:

Letter Grade	GPA Weight	Passing	Confer Credit	Quality Grade
A	4.0	Yes	Yes	Yes
A-	3.7	Yes	Yes	Yes
B+	3.3	Yes	Yes	Yes

B	3.0	Yes	Yes	Yes
B-	2.7	Yes	Yes	Yes
C+	2.3	Yes	Yes	Yes
C	2.0	Yes	Yes	Yes
C-	1.7	Yes	Yes	Yes
D+	1.3	Yes	Yes	Yes
D	1.0	Yes	Yes	Yes
F	0.0	No	No	Yes
P	See Below	Yes	Yes	No
I		See Note Below		
Q		See Note Below		
W		See Note Below		

The grades A through F are known as quality grades and carry a specific weight in calculating official grade point averages (GPA). These averages are regularly calculated to determine Dean's List, academic probation, and general honors. They may influence awards like Phi Beta Kappa and departmental honors. Note that College students who take a course at the University of Chicago Booth School of Business may receive an A+ grade according to the Chicago Booth grade system, but will receive 4.0 grade points in the College grade system for that Chicago Booth course. For College students, other Chicago Booth grades convert to grade points according to the College scale above.

Students who wish to receive a passing grade rather than a quality grade have one option open to them: Pass/Fail (P/F). Students considering P/F grading should consult with their College adviser early in the quarter because this option is subject to conditions and restrictions. Whether a course with a grade of P can be counted toward a student's degree depends on how it is to be used in the student's program. All general education courses must be taken for quality grades and most courses satisfying requirements in the major must be taken for quality grades. However, some majors permit a limited number of P marks. For P/F grading, the student and instructor reach an informal agreement, at the discretion of the instructor and according to departmental policy, before the instructor submits a grade for the course; no action is required by the student's adviser.

The P grade indicates that the student has submitted sufficient evidence to receive a passing grade. As some departments give credit only for a grade of C- or higher, students should establish with the instructor what constitutes passing work. A mark of P may not later be changed to a quality grade, and a quality grade may not be changed to a P. Although the P confers course credit, it is not calculated in the GPA. Students who do not pass a P/F course receive an F which counts as a zero in the calculation of the GPA.

The I (Incomplete) grade is intended for a student who has not completed the requirements of a course before the end of the quarter but who has (1) made satisfactory arrangements with the instructor to complete the remaining work, (2) completed the majority of the requirements of the course with work that is of

a passing quality, and (3) participated actively in the course. The student is also responsible for completing and submitting an official Incomplete Form, which must be obtained from the student's College adviser. The student must submit the request for an Incomplete to the instructor before the end of the course. Approval to complete work late is at the discretion of the instructor and/or according to departmental policy. Incompletes must be finished within a period of time agreed upon between student and instructor. In the absence of a specified due date, the work must be completed within one year. When the work is completed, the grade for the course is entered on the transcript following the I, which remains on the academic record. If the course work has not been completed within the specified time period and an extension has not been granted, the student will receive a W unless a grade is indicated on the Incomplete Form.

The Q grade stands for "Query." It is entered on the student's grade report by the registrar when the instructor has failed to submit a final grade for a student or has entered an I for the student without also submitting an Incomplete Form. Students with a Q on their grade reports should consult the instructor immediately about the reason for the Q. Students must have the Q replaced with a grade or with an official Incomplete Form before Friday of the fourth week of the succeeding quarter, or the Q will be converted to a W.

A grade submitted by an instructor to replace a Q will be entered on the academic record following an I unless the instructor states that the student's work was completed on time. The Q should not be interpreted as an informal Incomplete or as a way to avoid an I on the transcript. Rather, students are strongly urged to protect themselves against misunderstandings and missed deadlines by arranging for an official Incomplete if one proves necessary.

The W (or WF or WP) grade means that the student has decided after the third week of the quarter not to complete the work of the course. Students who wish to exercise this option must request a W before the date of the final examination or the due date of the final paper. A request for a withdrawal made before the deadline cannot be denied except in cases of academic dishonesty. The instructor and/or the department have the option to issue a W, a WF, or a WP. No credit is conferred for any of these marks. A W may not subsequently be changed to any other mark.

Students who register for graduate-level courses are subject to the policies governing graduate grading. Students should discuss the implications of these policies with their advisers before registering for courses numbered 30000 and above. NOTE: Grades earned in graduate-level courses contribute to a student's GPA as indicated earlier in this section.

NOTE: Only grades for University of Chicago courses are calculated into a student's GPA. Grades from advanced standing (transfer courses) do not contribute to the GPA. Grades from off-campus study abroad or domestic programs do not contribute to the GPA *unless the courses are listed on the transcript with University of Chicago course numbers.*



TAKING COURSES

CLASS ATTENDANCE

Attendance at the first class is required in many courses to confirm enrollment. The academic calendar can be found at uchicago.edu/academics/calendar.

COURSE LOAD

Students register for three or four courses per quarter. Most courses bear 100 units of credit. Over the typical four-year program (twelve quarters), a student normally registers for at least six four-course quarters and as many as six three-course quarters. Although students may progress at varying rates toward the degree, no student may register for more than fifteen quarters without the permission of the dean of students in the College.

A student is considered full time whether registered for three or four courses; the tuition is the same in either case. Students must formally petition the dean of students in the College for permission to take a fifth course. The petition will be considered in the third week of the quarter, at which time, if it is approved, the student will be registered and billed for the fifth course. NOTE: The charge for the fifth course is the difference between the cost of two and three courses.

Students who wish to register for fewer than three courses must make that request to their College adviser before the end of the first week of the quarter. Because such students have part-time status, their financial aid will be reevaluated and they must request permission if they wish to remain in University of Chicago housing.

EXAMINATION SCHEDULE

Students should verify that travel arrangements do not conflict with their final examinations. For the College examination schedule, visit registrar.uchicago.edu/final-exams.

LEAVES OF ABSENCE AND WITHDRAWALS

Students planning a leave should consult with their College adviser and also arrange for an interview with one of the College deans of students. For full tuition refund, a leave of absence must be arranged either at the end of the quarter prior to the leave or by Friday of first week of the quarter that a student is going to be on leave. For the refund schedule, visit bursar.uchicago.edu/tuition.html#refunds. In the case of leave granted for medical reasons, the dean of students may require information from a physician or therapist as a condition of the student's return to the College. Students who decide not to return to the College must formally withdraw their registration. To do so, students should contact the Office of the Dean of Students in the College. At the time of withdrawal, students are advised of the conditions under which they may resume their studies in the College. For a complete overview of College policies regarding leaves of absence and withdrawals, visit the College website at college.uchicago.edu/policies-regulations/leaves-restrictions-warnings/leave-absence.

READING PERIOD

Two days of every academic quarter (Thursday and Friday of tenth week) are designated "College Reading and Review Period." Instructors and/or teaching assistants may hold review sessions on these days. However, no new material may be introduced, assignments may not be due, and final examinations may not be given (except as necessary for graduating students) during the reading period. The Reading and Review Period may not be dispensed with by classroom vote.

REPETITION OF COURSES

When a student repeats a course, both courses appear on the student's transcript and both grades are averaged into the student's GPA. However, only one registration for the course counts toward the total number of credits required for graduation.

In the quarter that a course is repeated, students on financial aid must register for three courses in addition to the repeated course unless (1) a failing grade was received in a course that a student needs to meet general education requirements or requirements in their major (2) the student's major mandates a higher grade than was previously received.



EARNING A DEGREE

HONORS

Students should see program descriptions for requirements for honors that are specific to their major. Students are awarded general honors at the time of graduation if their overall GPA is 3.25 or above. For the purposes of assessing eligibility for honors, major GPA and overall GPA are calculated based on courses taken in all quarters except for the quarter in which the student plans to graduate. For information on course work that does not contribute to the GPA, see the Grades section of Grading and Academic Status (p. 26) in this catalog.

PETITIONS

Any student who wishes to appeal for special consideration under a College regulation or an interpretation thereof may file a petition with the dean of students in the College.

REQUIREMENTS FOR THE DEGREE

The College awards the BA or the BS degree to qualified students who are recommended by the faculty. In order to qualify for the degree, students must complete the following:

1. The general education requirements
2. The requirements of a major program
3. The minimum number of electives
4. The language competency requirement
5. Course credit for a minimum of forty-two quarter courses (4200 Units): This number may be reached in part by examination or advanced standing (transfer credit) where appropriate.
6. An overall GPA of 1.75 and a GPA of 2.0 in the major
7. A residency requirement: A student must be in residence at the University of Chicago campus for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses while in residence.
NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.
8. Completion of a degree application prior to the quarter in which the degree is to be received
9. Payment of all outstanding bills and return of all equipment and library books

TWELFTH GRADE CERTIFICATES

Students who entered the College before graduation from high school and who expect to qualify for a Twelfth Grade Certificate in the Spring Quarter should file an application with the registrar before the first week of Spring Quarter of their first year. In order to be eligible for the certificate, they must have completed during their first academic year a minimum of nine courses with an overall GPA of 1.75 or

higher. Certificates are mailed following the end of Spring Quarter. No certificate is awarded without an application.



REGISTRATION

PREREGISTRATION

At the end of each quarter, students in residence preregister for the following quarter. Prior to Autumn Quarter, students must confirm that they will be a registered student in Autumn Quarter.

REGISTRATION CHANGES

Course registration may be changed during the first three weeks of each quarter. A change of registration is any course "drop," any course "add," or any substitution of one course for another. No changes in registration are permitted after Friday of third week without a petition to a dean. For details, visit college.uchicago.edu/academics-advising/course-selection-registration/add-/-drop.

REGISTRATION FOR PROFESSIONAL SCHOOL COURSES

If certain requirements are met, advanced undergraduates may register for up to six courses in the following professional schools at the University of Chicago: Graduate School of Business, the Law School, the School of Social Service Administration, or the Irving B. Harris Graduate School of Public Policy Studies. Approval of a petition to the dean of students in the College must be received prior to the quarter of planned registration. For more information about requirements and registration procedures, students should consult their College advisers. NOTE: Professional school courses generally do not substitute for courses in the major; and no more than four can count toward the forty-two credits required in an undergraduate degree program.

RESTRICTIONS

The privilege of registration (as well as the use of University services and facilities) will be denied students who have been placed on restriction. Restriction may result from a student's failure to fulfill financial obligations to the University or to comply with University rules and regulations. Whenever possible, students are warned of an impending restriction and are notified when one has been imposed. Students must clear the restriction with the administrative or academic office which imposed it before they can register for subsequent quarters.



ACADEMIC ADVISING

OFFICE OF THE DEAN OF STUDENTS IN THE COLLEGE

Upon matriculation, every student is assigned to a professional academic adviser on the staff of the dean of students. Students typically work with the same adviser throughout their four years in the College. The primary responsibility of advisers is to support students as they address the range of decisions they will make during college. Advisers help students discover how to pursue their interests within the curricular requirements of the College and plan an appropriate program of study leading to a degree in their selected major. Students should direct questions about courses and programs of study and about University rules and regulations to their College advisers. Advisers are also a good first source of assistance with personal problems.

College advisers can provide students with information about the full range of educational opportunities available in the University community and can assist students in preparing for careers and graduate study. Information about study abroad, fellowships and scholarships, and careers (health professions, law, business) is provided by advisers with expertise in those areas.

A list of the staff members of the dean of students in the College is available at college.uchicago.edu/about-college/college-directory.

THE COLLEGIATE DIVISIONS

The *masters* of the Collegiate Divisions (Biological Sciences, Humanities, New Collegiate Division, Physical Sciences, Social Sciences) have curricular and staffing responsibilities for their divisions. The *senior advisers* of the divisions, assisted by faculty committees, rule on interpretations of the general education requirements in response to questions from advisers or students. Lists of the masters and divisional administrators or administrative assistants for all of the Collegiate Divisions are available at college.uchicago.edu/about-college/collegiate-divisions.

THE MAJOR PROGRAMS

Some programs of study admit students on the basis of an application procedure. Before officially declaring an intent to pursue such a major, a student must receive consent from the department. After students choose a major, they should have regular contact with the appropriate director of undergraduate studies and other counselors in their department. Among the topics that students discuss with counselors are questions about requirements, study and research opportunities, graduate school and career planning, and departmental events, both social and academic. Contact information is available at the beginning of each program of study description in this catalog.

THE MINOR PROGRAMS

Students who elect to pursue a minor program should meet with the appropriate director of undergraduate studies to declare their intention. Before the end of Spring Quarter of their third year, students must submit to their College adviser

the director's approval for the minor on a form obtained from the adviser. Students choose courses to meet the requirements of the minor in consultation with the director of undergraduate studies.



ACADEMIC INTEGRITY

As students and faculty of the University of Chicago, we all belong to an academic community with high scholarly standards of which we are justly proud. Our community also holds certain fundamental ethical principles to which we are equally deeply committed. We believe it is contrary to justice, to academic integrity, and to the spirit of intellectual inquiry to submit the statements or ideas or work of others as one's own. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously; punishments for committing them may range up to permanent expulsion from the University of Chicago. The College, therefore, expects that you will properly acknowledge your use of another's ideas, whether that use is by direct quotation or by paraphrase, however loose. In particular, if you consult any written source and either directly or indirectly use what you find in that source in your own work, you must identify the author, title, and page number. If you have any doubts about what constitutes "use," consult your instructor and visit college.uchicago.edu/policies-regulations/academic-integrity-student-conduct.



EXAMINATION CREDIT AND TRANSFER CREDIT

In order to earn a degree from the College of the University of Chicago, a student must obtain credit for at least forty-two quarter courses, distributed among general education requirements, major program requirements, and electives, as described in the section on the curriculum at the front of this publication. All students receive credit toward their degrees by taking courses in the College. In addition, students may receive credit and/or satisfy College requirements in the following ways: by placement test; by Advanced Placement (AP) examinations; by accreditation examination; by International Baccalaureate (IB) Programme; and by advanced standing, which is credit transferred from another institution. The limits and conditions placed on credit earned in these various ways are explained in the following section. A student must be in residence at the University of Chicago for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses while in residence. More than half of the requirements for a major or minor must be met by registering for courses bearing University of Chicago course numbers.

PLACEMENT TESTS

Placement tests serve to adapt the needs and backgrounds of individual students to the College curriculum. They place entering students at the proper level of study in a given subject and may be used to award academic credit where appropriate. On the one hand, placement tests minimize the repetition of subjects already mastered and, on the other, they reduce the possibility that students might begin their programs with courses for which they are inadequately prepared. Placement tests measure skill in problem solving as well as general knowledge in a subject field. Students who have some background in the areas being tested are urged to review it, but incoming students without such knowledge are not expected to acquire it over the summer preceding entrance.

Placement tests may be taken only at the time of matriculation and each test may be taken only once. Information that describes these tests is sent to incoming first-year and transfer students.

Biological Sciences Placement Test

Information will be sent to incoming students the summer before they arrive on campus.

Chemistry Placement Test

Students who wish to enroll in chemistry must take the online chemistry placement test along with the mathematics placement test (or they must have earned a score of 5 on the AP chemistry exam).

Economics Placement Test

Students who wish to begin their economics major with ECON 20000 The Elements of Economic Analysis I in their first year must pass the economics placement test or complete ECON 19800 Introduction to Microeconomics. No standardized external exams (IB, AP, A-Levels) will substitute. The placement test will be offered Monday evening of the first week of Autumn Quarter.

Language Placement Tests

Language placement tests are required of students who plan to continue in languages studied prior to entrance in the College. Language placement tests determine where a student begins language study; results do not confer credit or satisfy the language competency requirement.

Online placement tests in some languages may be taken the summer before arrival on campus. Students will be given instructions in early July on how to access more information. For placement in languages without an online exam, students meet with a coordinator in the language during Orientation Week.

Placement tests are not available in languages not taught at the University of Chicago. For additional information, visit college.uchicago.edu/newstudents/examination-credit-and-transfer-credit/placement-tests.

Mathematics Placement Test

Every entering student must take the mathematics placement test. This online test must be taken during the summer before arrival on campus. Students will be given instructions in early July on how to access more information. Scores on the mathematics placement test, combined with a student's high school record, determine the appropriate beginning mathematics course for each student: a precalculus course (MATH 10500 Fundamental Mathematics I) or one of three other courses (MATH 11200 Studies in Mathematics I, MATH 13100 Elementary Functions and Calculus I, or MATH 15100 Calculus I). Students wishing to begin in mathematics courses beyond MATH 15100 Calculus I must take the calculus accreditation examination, given on campus during Orientation Week.

Scores on the mathematics placement test are used to determine placement into CHEM 10100 Introductory General Chemistry I, CHEM 11100 Comprehensive General Chemistry I, CHEM 12100 Honors General Chemistry I, PHYS 13100 Mechanics, and PHYS 14100 Honors Mechanics.

ACCREDITATION EXAMINATIONS

Credit is available by accreditation examinations, which are optional, to those students who have already studied certain subjects at the college level. See the information below under each subject heading for when these exams are offered. In the case of a course where both experimental and theoretical skills are involved, students may be required to fulfill the laboratory portion along with the rest of the class.

College credit achieved by accreditation examination is entered as units of credit on the student's official academic record. Letter grades are not assigned. An accreditation examination may be taken only once.

Calculus Accreditation Examination

Well-prepared students are invited to take the calculus accreditation exam in order to have the option of beginning in a mathematics course beyond the first quarter of calculus. On the basis of this exam, students may be invited to begin MATH 16100 Honors Calculus I or MATH 20700 Honors Analysis in Rn I, or to earn credit for up to three quarters of calculus.

During Orientation Week, the College administers the calculus accreditation examination. On the basis of this exam, a student may receive credit for up to three quarters of calculus (MATH 15100-15200-15300 Calculus I-II-III). Students earning one quarter of credit on this exam may begin MATH 15200 Calculus II; students earning two quarters of credit may begin with MATH 15300 Calculus III; and students earning three quarters of credit may begin with MATH 19900 Introduction to Analysis and Linear Algebra, MATH 19520 Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this accreditation exam. Students who are invited to begin Honors Calculus are encouraged to forgo credit in MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take the full Honors Calculus sequence, MATH 16100-16200-16300 Honors Calculus I-II-III.

Students may also earn up to two quarters of credit for calculus on the basis of AP scores. Students with a grade of 5 on the BC Calculus AP exam receive credit for MATH 15100 Calculus I and MATH 15200 Calculus II, and may begin taking MATH 15300 Calculus III. Students with a grade of 4 on the BC Calculus AP exam or a grade of 5 on the AB Calculus AP exam receive credit for MATH 15100 Calculus I and may begin taking MATH 15200 Calculus II.

The calculus accreditation exam is given only during Orientation Week and may be taken only once by incoming students (first-years or transfers).

Chemistry Accreditation Examinations

Students who are exceptionally well prepared in chemistry may earn credit for one or more quarters of chemistry on the basis of AP scores or accreditation examinations. Students who have taken the Advanced Placement (AP) test in chemistry and received a grade of 5 will be given credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. The Department of Chemistry also administers an accreditation examination in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Students may receive credit for chemistry on the basis of their performance on these examinations. The examination in general chemistry is offered *only* during Orientation, or at the start of Autumn Quarter by arrangement with Dr. Vera Dragisich, Department of

Chemistry, 702.3071. Only incoming students (i.e., first-year and transfer students) are eligible to take these examinations.

Physical Sciences Accreditation Examination

For students whose probable major is in the Humanities, Social Sciences, or New Collegiate divisions, a good performance on this examination will confer two quarters of credit for the general education requirement in the physical sciences. Students with good high school preparation in both chemistry and physics are strongly encouraged to take this examination, which is offered during Orientation only to entering students.

The physical sciences accreditation examination does not give credit for chemistry or physics. Students planning to major in the biological or physical sciences or prepare for the health professions must fulfill their general education requirement in the physical sciences by passing or placing out of a three-quarter sequence of 10000-level courses in either chemistry or physics. (Students who register for chemistry or physics forgo credit earned on the physical sciences accreditation examination.) Students who are exceptionally well prepared in chemistry and/or physics should consider taking the chemistry and/or physics accreditation examination(s).

Physics Accreditation Examinations

Accreditation examinations are administered for the content of PHYS 12100-12200-12300 General Physics I-II-III and PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 General Physics I or PHYS 14100 Honors Mechanics) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the series. Entering students who have taken AP physics in high school but who do not receive AP credit from the College (and who do not plan to major in physics) may take the PHYS 12100 General Physics I accreditation examination. Students who receive AP credit for PHYS 12100-12200-12300 General Physics I-II-III but whose planned major requires PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat or PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat are eligible to take the PHYS 14100 Honors Mechanics examination. Entering transfer students who choose a major requiring physics but who are not granted transfer credit for a completed calculus-based introductory physics sequence may take one of the accreditation examinations.

NOTE: Accreditation examinations in physics confer credit only for the lecture portion of the courses; additional laboratory work may be required.

ADVANCED PLACEMENT CREDIT

Students who request college credit or fulfillment of College requirements for Advanced Placement (AP) examinations taken in high school (i.e., before a student matriculates in the College) are asked to submit an official report of their scores on

the AP tests given by the College Entrance Examination Board. The decision to grant credit is reported at the end of the first year in residence and units of credit awarded appear on the student's official academic record.

While AP scores alone are sometimes used to establish placement or to confer credit, satisfactory performance on the College's own placement tests may supplement AP scores and lead to additional credit.

For further information on AP credit and how it relates to the Chicago degree program, a student should consult his or her College adviser. NOTE: Credit for no more than six electives may be gained by examination.

Although students may use AP placement to satisfy the language competence requirement, language AP scores do not confer credit.

The following chart shows how AP credit may be applied to the forty-two credits required for graduation.

AP Exam	Score	Credit Awarded 2013-14
Biology	4	1 quarter general education (BIOS 10130)
Biology	5	1 quarter general education (BIOS 10130)+
Calculus AB	5	MATH 15100 †
Calculus BC	4	MATH 15100 †
Calculus BC	5	MATH 15100-15200 †
Chemistry	4	2 quarters 10000-level PHSC*
Chemistry	5	CHEM 11100-11200-11300
Computer Science AB	4 or 5	2 quarters general elective credit
Computer Science A	4 or 5	2 quarters general elective credit
Economics: Micro and Macro	4 or 5	2 quarters general elective credit
French Language and Literature	3, 4, or 5	Satisfies the Language Competency Requirement
German Language	3, 4, or 5	Satisfies the Language Competency Requirement
Government and Politics: Comparative and U.S.	4 or 5	3 quarters elective credit
Italian Language and Culture	3, 4, or 5	Satisfies the Language Competency Requirement
Japanese Language and Culture	4 or 5	Satisfies the Language Competency Requirement
Latin Literature or Vergil	3, 4, or 5	Satisfies the Language Competency Requirement

Physics B	4 or 5	2 quarters 10000-level PHSC*
Physics C: Mechanics and E&M	3	2 quarters 10000-level PHSC*
Physics C: Mechanics only	4 or 5	PHYS 12100 †
Physics C: E&M only	4 or 5	PHYS 12200 †
Physics C: Mechanics and E&M	4 or 5	PHYS 12100-12200-12300 ‡
Spanish Language and Literature	3, 4, or 5	Satisfies the Language Competency Requirement
Statistics	4 or 5	STAT 22000++
Other§	4 or 5	3 quarters elective credit

Credit for no more than six general electives may be gained by any combination of AP, placement, accreditation, IB, or other examinations.

AP Physics or Calculus: Students who register for physics or calculus forgo AP credit.

AP Computer Science: Students who register for CMSC 10500 Fundamentals of Computer Programming I, CMSC 10600 Fundamentals of Computer Programming II, CMSC 15100 Introduction to Computer Science I, and CMSC 15200 Introduction to Computer Science II forgo AP credit. Students who enroll in CMSC 12100 Computer Science with Applications I, CMSC 12200 Computer Science with Applications II, CMSC 16100 Honors Introduction to Computer Science I, and CMSC 16200 Honors Introduction to Computer Science II may retain elective credit.

AP Chemistry: Students with a score of 5 may accept credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, or they can register for CHEM 12100-12200-12300 Honors General Chemistry I-II-III in Autumn/Winter/Spring Quarters. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo AP credit for all quarters completed at the University of Chicago.

† A student who wishes to receive credit for MATH 15300 Calculus III or to register either for MATH 16100-16200-16300 Honors Calculus I-II-III or for PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat, or both, is required to take the calculus accreditation examination during Orientation.

‡ Students wishing to apply AP credits for "Physics C: Mechanics only" or "Physics C: E&M only" toward the physical sciences general education requirement should plan to complete the requirement with an appropriate course from PHYS 12100-12200-12300 General Physics I-II-III. Note that a major in physics or chemistry requires PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat or PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat.

- + A biological sciences major requires a “Fundamentals” sequence in general education or an “AP 5” sequence in the major. Students with an AP 5 who complete the three-quarter “AP 5” sequence are awarded a second AP credit to meet the general education requirement.
- * Students forgo credit when they register for the same subject in which they have AP credit for 10000-level PHSC.
- ++ AP Statistics: Will count for general education mathematics credit. May not be used to meet requirements for the statistics major or minor. Students who register and obtain credit for STAT 20000 Elementary Statistics, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and Methods forgo AP credit for STAT 22000 Statistical Methods and Applications.
- § No credit is given for Environmental Science, Human Geography, or Psychology.

INTERNATIONAL BACCALAUREATE PROGRAMME

Credit earned for courses in the International Baccalaureate (IB) Programme may be applied to certain general education requirements or to electives as described below. Credit will not be granted for other exams. Course credit is only granted for grades of 6 or 7 on Higher-Level IB Examinations (HL). The Language Competency Requirement may be satisfied with grades of 5, 6 or 7 on Higher-Level IB Examinations (HL) in languages other than English.

IB Examination	Score	Credit Awarded 2013-14
Biology	6 or 7 Higher Level	1 quarter biological sciences general education (Bios 10130)
English	6 or 7 Higher Level	3 quarters general elective credit
Languages other than English	5, 6, or 7 Higher Level	Satisfies the Language Competency Requirement
Physics	6 or 7 Higher Level	1 quarter 10000-level PHSC*

Credit for no more than six general electives may be gained by any combination of AP, placement, accreditation, IB, or other examinations.

- * Students with a grade of 6 or 7 on the Higher-Level IB Physics Examination will receive one quarter of 10000-level PHSC credit and may complete the general education requirement in the physical sciences with PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, or PHSC 13600 Natural Hazards. NOTE: Students who register for physics forgo both IB and AP credit for 10000-level PHSC.

BRITISH A-LEVELS AND OTHER EXAMINATIONS

Credit for A-level work in calculus, physics, and chemistry may be awarded through satisfactory performance on the College’s placement or accreditation examinations taken at the time of matriculation. Credit for A-level work in biology

may be awarded by petition to the Senior Advisor in the Biological Sciences Collegiate Division; credit for A-levels in other fields except language may be awarded by petition to the Dean of Students in the College. No credit is given for general education requirements in humanities or social science. Elective credit may be given only for grades of A in the Advanced Test in liberal arts subjects.

TRANSFER CREDIT

Courses Taken While in a Degree Program Elsewhere

Students transferring from other institutions must be in residence at the University of Chicago campus for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the Civilization Studies Abroad programs) may be used to meet this residency and course requirement.

Generally, the College grants transfer credit for liberal arts courses carrying at least three semester hours or four quarter hours of credit and passed with a grade of C or better (in some cases, a grade of B or better is required) from an accredited institution. Transfer credit is not awarded for foreign language courses. Instead, transfer students are encouraged to take the appropriate language placement test(s) upon completing courses at the 20200 level or higher at Chicago. Students may petition for placement credit for the language courses between 20100 and the course completed.

Transfer credit, referred to as advanced standing, is listed on the student's University of Chicago transcript only as number of credits approved for transfer. Courses and grades are not listed, nor do transferred courses contribute to the student's University of Chicago grade point average for the purpose of computing an overall GPA, Dean's List, departmental honors, or general honors. Credit for courses in precalculus and calculus must be validated by College placement examinations. Depending on the student's major and on the level of work to be evaluated, credit for some courses in chemistry, physics, and biology may also be subject to examination.

Professional or technical courses (e.g., journalism, business, law, musical performance, speech, nursing) do not transfer; only courses similar to those taught in the College may transfer. The College grants credit for some CEEB Advanced Placement examinations with scores of 4 or 5, but not for CLEP, USAFI, or correspondence course work.

Most transfer students can complete their studies with no more than one extra quarter beyond the usual four college years, although this may depend on how course work elsewhere relates to the structure of a Chicago degree program. College housing and financial aid are available to all transfer students. After matriculation in the College, transfer students may not earn additional credits from schools other than the University of Chicago, except for study abroad programs sponsored by the University of Chicago. However, these courses will not count toward the requirement to be in residence at the University of Chicago campus for at least six quarters, full or part time, and to successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study

abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.

More than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers.

Courses Taken Elsewhere While in a Degree Program at the University of Chicago

Students who wish to take courses at other institutions after they enter the College should read carefully the following regulations for transfer credit and discuss their plans in advance with their College advisers.

Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative pre-approval for transfer credit to be applied toward graduation requirements. The petition should include course descriptions and/or syllabi, units of credit, and the name of the institution where courses will be taken. Students who wish to apply transfer credit to requirements in their major or minor must have the approval of their program chair.

Upon completion of the course work, students should have an official transcript sent to their College adviser. Transfer credit is listed on the student's Chicago transcript only as number of credits approved for transfer.

To be eligible for transfer credit, a course:

- must be taken for a quality grade and the grade received must be a C or higher; and
- must confer at least three semester hours or four quarter hours of credit, although contact hours (normally a minimum of 30) may be used for institutions without standard credit models.

No course is eligible for transfer credit if it:

- is taken at an institution that does not grant bachelor's degrees or is unaccredited;
- duplicates college-level course work for which credit has already been granted or appears anywhere in the student's high school record;
- is eligible for placement-test credit (e.g., calculus or precalculus);
- is a foreign language course (literature or advanced courses taught in a foreign language may qualify for transfer credit);
- is a distance learning, independent study, or tutorial course; or
- is a professional or technical course or is otherwise unlike liberal arts courses that are offered by the College (e.g., accounting, business administration, communications, engineering, English composition, leadership, music performance, nursing, public speaking, rhetoric, first-year writing).

Students who wish to take science courses that are eligible for transfer credit must comply with the preceding regulations and also must follow the guidelines below:

- The grade must be a B or higher if the student is majoring in science.
- General education courses must have a laboratory component.

- To receive credit in physics at the 12000-, 13000-, or 14000-level, the course must be calculus based.
- To receive credit for chemistry, the course must be taken at an institution that is accredited by the American Chemical Society. Students majoring in chemistry may not receive transfer credit for organic chemistry, although they may take an accreditation test that confers credit.

Students who wish to take transfer courses that are eligible to be counted toward the general education Civilization Studies requirement must comply with the preceding regulations and are expected to follow the guidelines below:

- The course curriculum should fulfill the spirit of the Civilization Studies requirement as described in the Curriculum (p. 6) section of this catalog.
- Courses taught by faculty whose primary academic affiliation is with the host institution are preferred.

College Courses Taken during High School

Because it is not uncommon for students to graduate from the University of Chicago with more than the required forty-two credits, students should wait to begin the petition process until they determine (in their second year or later) that they will need the credit. However, students may petition earlier if previous course work may serve as a prerequisite for a Chicago course.

Students who wish to receive credit for college courses taken during high school must submit a petition to the Dean of Students. Credit is evaluated on an individual basis. To be considered for credit, petitions must comply with both the preceding regulations and the following guidelines:

- Course work may not have been counted toward high school graduation requirements.
- Credit for science and calculus courses is awarded only by satisfactory performance on the appropriate placement or accreditation examinations taken at the time of matriculation.
- Credit for college-level courses completed prior to matriculation at the University of Chicago, including courses taken at the University of Chicago itself, may be used only as general elective credit. Credit will not be awarded for general education requirements or for foreign language courses.
- Course work must have been completed in a cohort containing undergraduate students, not in a program open only to high school students.

College Courses Taken in the Summer Prior to Matriculation in the College

Admitted students are not allowed to register for University of Chicago courses in the summer prior to matriculation in the College. Before they begin their course work, it is important that admitted students learn about curricular issues, academic expectations, placement test results, and course selection alongside their classmates during the First-Year Orientation. Admitted students may take college-level courses at another institution. In order to receive credit for those courses, they must petition the Dean of Students complying with the regulations and guidelines outlined above. As the general education curriculum is designed to provide a common vocabulary

of ideas and skills for all students in the College, credit will not be awarded for general education requirements.



PROGRAMS OF STUDY

The programs of study, known as majors, include a narrative description and a summary of course requirements. Students should read the complete narrative descriptions because the summary eliminates essential information. An explanation of the components of each course entry follows.

Course Numbering

Unless an exception is noted, course numbering typically follows standard guidelines. Courses numbered 1000 are general education and introductory courses. Courses numbered 2000 are intermediate, advanced, or upper-level courses that are open only to undergraduates. Courses numbered 3000 and above are graduate courses that are available only to undergraduate students who obtain the consent of the instructor. Higher numbered courses within these categories do not indicate increasing levels of difficulty. Undergraduates registered for 3000-level courses will be held to graduate-level requirements. College students use the undergraduate number to register for courses that are cross listed with graduate divisions or professional schools. In some departments, students with advanced standing and consent of instructor may register for higher-level courses. Except for language instruction courses, these courses are not listed in this catalog; students should contact individual departments for further information. A number shown, for example, as 211xx, indicates that it is a course within the series 21100 through 21199; any information that describes 211xx applies to the entire range of courses available within the series.

Course Description

A narrative description follows the course number and title. Unless otherwise designated, courses are taught on campus.

"L" at the end of the course description indicates that the course has a laboratory requirement. Courses with laboratories do not yield extra credit.

Units

A student receives 100 units of course credit for most undergraduate courses.

Term Offered

Courses may be offered in Summer, Autumn, Winter, or Spring Quarter, or in multiple quarters. If a course is not offered in the current academic year but will be offered at a future time, that information appears in this field.

Instructor

For faculty contact information, visit the University of Chicago online directory at directory.uchicago.edu. Many departmental websites include additional information about the research and scholarly interests of faculty members.

Equivalent Courses

Because of the interdisciplinary nature of the College, many courses are cross listed in multiple programs of study. For example, CMST 10100 Introduction to Film Analysis is cross listed among Art History, Cinema and Media Studies, English Language and Literature, and Visual Arts.

Prerequisites

A course may have one or more prerequisites for registration. Before registering for MATH 17600 Basic Geometry, for example, a student must first have completed MATH 16300 Honors Calculus III or MATH 19900 Introduction to Analysis and Linear Algebra. Another example: Some courses require students to be in their third or fourth year in the College.

Notes

The Notes field contains additional information that may be of use to students, for instance, that the course meets a general education requirement or that the course is required for students in a certain major.

For More Information

For further specifics on quarterly course offerings, consult the time schedules (timeschedules.uchicago.edu). For further information about areas of study, consult the College (<http://college.uchicago.edu>) website and the program websites linked on the individual program of study pages in this catalog.



ANTHROPOLOGY

PROGRAM OF STUDY

Anthropology encompasses a variety of historical and comparative approaches to human cultural and physical variety, ranging from the study of human evolution and prehistory to the study of cultures as systems of meaningful symbols.

Anthropology involves, at one extreme, natural science such as anatomy, ecology, genetics, and geology; at the other, various social sciences and humanities ranging from psychology, sociology, and linguistics to philosophy, history, and comparative religion. Anthropology can lead (through graduate study) to careers in research and teaching in university and museum settings. More often it provides a background for further work in other disciplines of the social sciences, humanities, and biological sciences, as well as for professional careers in government, business, law, medicine, social services, and other fields.

PROGRAM REQUIREMENTS

Students should confer with the Director of Undergraduate Studies before declaring a major in anthropology and must obtain the endorsement of the Director of Undergraduate Studies on the *Student Program Form* before graduating with a major in anthropology. The BA program in anthropology consists of thirteen courses, of which at least eleven are typically chosen from those listed or cross-listed as Department of Anthropology courses. A minimum of three must be chosen from the introductory group (ANTH 211xx, 212xx, 213xx, 214xx, 216xx), plus eight others. The additional two related courses may be courses offered by other departments. *Approval must be obtained from the Director of Undergraduate Studies in Anthropology (preferably before the end of the second week of the quarter in which the student is enrolled in the nondepartmental course), by providing a completed General Petition Form and syllabus for the course(s).*

Students are encouraged to construct individual programs; and, in so doing, they should consult periodically with the Preceptor and the Director of Undergraduate Studies. We strongly urge students who are majoring in anthropology to complete several introductory courses before enrolling in upper-level courses. For a broad view of the human career and condition, one should include courses in archaeological, linguistic, physical, and sociocultural anthropology.

Courses numbered ANTH 211xx through 216xx do not presume any previous study of anthropology and may be taken in any order. *However, students are strongly urged to take one of the following social sciences general education sequences before taking more advanced courses in sociocultural anthropology:*

One of the following sequences:

300

SOSC	Power, Identity, and Resistance I
11100-11200-11300	and Power, Identity, and Resistance II
	and Power, Identity, and Resistance III

SOSC Self, Culture, and Society I
 12100-12200-12300 and Self, Culture, and Society II
 and Self, Culture, and Society III

ANTH 211xx, 212xx, 213xx, 214xx, and 216xx are introductions to some of the substantive, methodological, and theoretical issues of sociocultural, archaeological, linguistic, and physical anthropology. Particularly recommended for a firm foundation in the discipline are at least one Reading Ethnographies (ANTH 216xx) course and ANTH 21420 The Practice of Anthropology: Ethnographic Methods. Students with a program of study that emphasizes sociocultural anthropology also are encouraged to take one or more of the non-Western civilization sequences: African, South Asian, and Latin American. These sequences typically feature anthropological approaches and content. With prior approval, other civilization sequences can be taken for anthropology credit (up to the two-course limit for nondepartmental courses) in accordance with the individual student's needs or interests.

The Director of Undergraduate Studies may refer students who wish to emphasize archaeological, linguistic, sociocultural, or physical anthropology to faculty in these fields for assistance in the development of their individual programs.

When desirable for a student's individual anthropology program and with the approval of the Director of Undergraduate Studies, preferably in advance, a student may also obtain course credit for supervised individual reading or research (ANTH 29700 Readings in Anthropology), as well as by attending field schools or courses offered by other universities (up to the two-course limit for nondepartmental courses). A maximum of two research credits (ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor's Essay) will count as additional anthropology courses beyond the required three introductory courses.

SUMMARY OF REQUIREMENTS

3 courses from: ANTH 211xx, 212xx, 213xx, 214xx, 216xx	300
8 additional anthropology courses (or courses cross-listed with anthropology)	800
2 anthropology courses or related courses (with approval of the Director of Undergraduate Studies)	200
<hr/> Total Units	<hr/> 1300

GRADES

Courses counted toward the thirteen required for the major must be taken for quality grades.

HONORS

Students who wish to be considered for honors must apply to the Director of Undergraduate Studies before the end of their third year. Eligible candidates must have a GPA of 3.6 or higher in courses in the major and typically a GPA of 3.25 overall. To receive honors, students must develop an extended piece of research via a bachelor's essay under the approved supervision of a faculty member. Registration in ANTH 29900 Preparation of Bachelor's Essay may be devoted to the preparation

of the senior honors essay. For award of honors, the essay must receive a grade of A or A- from the faculty supervisor and from the second reader who were approved by the Director of Undergraduate Studies. Students being recommended for honors must submit two copies of the completed paper to the Program Administrator no later than fifth week of the quarter of graduation. The faculty supervisor must be chosen from among anthropology faculty listed below. The second reader may be any credentialed scholar/scientist approved by the Director of Undergraduate Studies.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

ANTHROPOLOGY COURSES

ANTH 20100. The Inka and Aztec States. 100 Units.

This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states. Instructor(s): A. Kolata Terms Offered: Not offered 2013-14; will be offered 2014-15 Equivalent Course(s): ANTH 40100, LACS 20100, LACS 40305

ANTH 20405. Anthropology of Disability. 100 Units.

This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): MAPS 36900, ANTH 30405, CHDV 30405, HMRT 25210, HMRT 35210, SOSC 36900

ANTH 20535. The Social Life of Clean Energy. 100 Units.

This course in political and environmental anthropology focuses on how renewable energy forms (like solar, wind, biofuel, and geothermal) have become increasingly important sites of political activity, commercial opportunity and social imagination across the world. Against the backdrop of an enduring geopolitics and geoeconomics of petroleum, coal, and nuclear power, of transnational activist and governmental discourse on sustainability, and of local concerns about resource entitlement and cultural sovereignty, we examine how clean energy forms are being imagined, developed, institutionalized, and contested in a variety of places across the world. In each case, we explore the unique social life of an emergent technology and source of power.

Instructor(s): C. Howe Terms Offered: Summer

ANTH 20701-20702. Introduction to African Civilization I-II.

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a two-quarter sequence.

ANTH 20701. Introduction to African Civilization I. 100 Units.

Part One considers literary, oral, and archeological sources to investigate African societies and states from the early iron age through the emergence of the Atlantic World: case studies include the empires of Ghana and Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): HIST 10101, AFAM 20701, CRES 20701

ANTH 20702. Introduction to African Civilization II. 100 Units.

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 10102, AFAM 20702, CHDV 21401, CRES 20702

ANTH 20702. Introduction to African Civilization II. 100 Units.

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 10102, AFAM 20702, CHDV 21401, CRES 20702

ANTH 21015. Media, Culture, and Society. 100 Units.

This course is a theoretical and ethnographic overview of past, current, and future directions of anthropological research on the mass media. We study issues as diverse as projects of media representation and cultural conservation among indigenous peoples, the relationship of mass media to nationalism across the world, the social life of journalism and news making in an era of new technologies and ownership consolidation, and current debates over the role of mass media.

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

ANTH 21102. Classical Readings in Anthropology: History and Theory of Human Evolution. 100 Units.

This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 38400, EVOL 38400, HIPS 23600

ANTH 21107. Classical Readings in Anthropology: Anthropological Theory. 100 Units.

Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline's long twentieth century, from the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.

Instructor(s): Staff Terms Offered: TBA

Equivalent Course(s): ANTH 30000

ANTH 21201. Intensive Study of a Culture: Chicago Blues. 100 Units.

This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.

Instructor(s): M. Dietler Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): CRES 21201

ANTH 21217. Intensive Study of a Culture: The Luo of Kenya. 100 Units.

This course is an overview of the history and contemporary culture of the Luo, a Nilotic-speaking people living on the shores of Lake Victoria. We examine the migration of the Luo into the region, the history of their encounter with British colonialism, and their evolving situation within the postcolonial Kenyan state. We also use the wide variety of studies of the Luo to illuminate transformations in the nature of ethnographic research and representations.

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

Equivalent Course(s): AFAM 21217

ANTH 21225. Intensive Study of a Culture: Louisiana. 100 Units.

Louisiana is home to Cajun music, Creole food, and the Yat dialect, as well as some of the most impressive prehistoric mound sites in North America. This course offers an archaeological, historical, and ethnographic introduction to Louisiana's complex culture. We focus on the ways in which race, ethnicity, and identity are constructed within and about Louisiana.

Instructor(s): S. Dawdy Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 21230. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.

The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.

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

Equivalent Course(s): ANTH 30705

ANTH 21251. Intensive Study of a Culture: Modern China. 100 Units.

Contemporary China is often spoken of as undergoing deep and rapid social change. Certainly globalizing forces have been especially evident in all parts of China over the last couple of decades. At the same time, like the rest of East Asia and the Pacific Rim, China has developed distinctive social, cultural, and political forms, many of which circulate nationally and transnationally. This course comes to terms with both the processes of change that have characterized the last few decades and with a few recent social and cultural phenomena of interest. Because the scholarly literature lags behind the pace of transformation in China, we draw on a wide variety of materials: ethnography, memoir, fiction, films, essays, historical studies, short stories, websites. Emphasis in class discussions is on grasping how contemporary Chinese realities are experienced from viewpoints within China—this is the sense in which the course is intensive study of a "culture." Readings and materials are divided into several major units concerned with historical memory, rural China, urban life, labor migration, and popular culture. Students undertake, as a term project, their own investigation of some aspect of contemporary cultural change in China.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 32200

ANTH 21254. Intensive Study of a Culture: Pirates. 100 Units.

Many questions regarding pirates, smugglers, and privateers go to the heart of major anthropological problems (e.g., the nature of informal economies, the relationship between criminality and the state, transnationalism, the evolution of capitalism, intellectual property and globalization, political revolutions, counter-culture, and the cultural role of heroic [or anti-heroic] narratives). Each week we tackle one of these topics, pairing a classic anthropological work with specific examples from the historical, archaeological, and/or ethnographic literature. We compare pirate practices in the early modern Caribbean to examples spanning from ancient ship raiders in the Mediterranean to contemporary software "piracy."

Instructor(s): S. Dawdy Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): LACS 21254

ANTH 21255. Intensive Study of a Culture: The Senegambia. 100 Units.

This course is an overview of history, culture, and society in the Senegambia, a territory situated between the Senegal and Gambia Rivers, and roughly corresponding to the political boundaries of modern-day Senegal. We examine the region in broad historical perspective. We begin with oral accounts of migration and state formation. We then track the gradual entanglement of local societies with global political economic forces during the Atlantic era. We also discuss the legitimate trade, French colonialism, and road to political independence. The focus of the last portion of the course is on cultural, artistic, and political experiences in the postcolonial state of Senegal.

Instructor(s): F. Richard Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): AFAM 21255

ANTH 21264. Intensive Study of a Culture: Political Struggles of Highland Asia. 100 Units.

As Edmund Leach noted in a later edition of *The Political Systems of Highland Burma*, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.

Instructor(s): J. Kelly Terms Offered: Spring (possibly)

Equivalent Course(s): CRES 21264

ANTH 21265. Intensive Study of a Culture, Celts: Ancient, Modern, and Postmodern. 100 Units.

Celts and things Celtic have long occupied a prominent and protean place in the popular imagination, and "the Celts" has been an amazingly versatile concept in the politics of identity and collective memory in recent history. This course is an anthropological exploration of this phenomenon that examines: (1) the use of the ancient past in the construction of modern nationalist mythologies of Celtic identity (e.g., in France and Ireland) and regional movements of resistance to nationalist and colonialist project (e.g., in Brittany, Ireland, Scotland, Wales, Galicia, Asturias); (2) the construction of transnational ethno-nostalgic forms of Celtic identity in modern diasporic communities (Irish, Scottish, etc.); and (3) various recent spiritualist visions of Celticity that decouple the concept from ethnic understandings (e.g., in the New Age and Neo-Pagan movements). All of these are treated in the context of what is known archaeologically about the ancient peoples of Europe who serve as a symbolic reservoir for modern Celtic identities. The course explores these competing Celtic imaginaries in the spaces and media where they are constructed and performed, ranging from museums and monuments, to neo-druid organizations, Celtic cyberspace, Celtic festivals, Celtic theme parks, Celtic music, Celtic commodities, etc.

Instructor(s): M. Dietler Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 21303. Making the Natural World: Foundations of Human Ecology. 100 Units.

This course considers the conceptual underpinnings of contemporary Western notions of ecology, environment, and balance, but it also examines several specific historical trajectories of anthropogenic landscape change. We approach these issues from the vantage of several different disciplinary traditions, including environmental history, philosophy, ecological anthropology, and paleoecology.

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

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): ENST 21301

ANTH 21305. Modern Readings in Anthropology: Explorations in Oral Narrative (The Folktale) 100 Units.

This course studies the role of storytelling and narrativity in society and culture. Among these are a comparison of folktale traditions, the shift from oral to literate traditions and the impact of writing, the principal schools of analysis of narrative structure and function, and the place of narrative in the disciplines (i.e., law, psychoanalysis, politics, history, philosophy, anthropology).

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

Equivalent Course(s): ANTH 45300, HCUL 45300

ANTH 21401. The Practice of Anthropology: Logic and Practice of Archaeology. 100 Units.

This course offers an overview of the concepts and practice of anthropological archaeology. We discuss the varied goals of archaeological research and consider the range of ways in which archaeologists build inferences about the past from the material record. Throughout the quarter, the more general discussion of research logic and practice is situated in the context of detailed consideration of current archaeological projects from different parts of the world.

Instructor(s): M. Lycett Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 21406. The Practice of Anthropology: Celebrity and Science in Paleoanthropology. 100 Units.

This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 38300, HIPS 21100

ANTH 21420. The Practice of Anthropology: Ethnographic Methods. 100 Units.

This course introduces theory and practice, as well as situates ethnography within social science research more generally. Students are exposed to a wide range of investigative and analytical techniques used in ethnographic research and to multiple forms of interpretation and representation of ethnographic data. Students are required to apply the methods discussed in class through field assignments and through a final ethnographic project that is developed in consultation with the instructor. This course is particularly useful for students who intend to write a senior thesis the following year. Field trips to sites in Chicago required.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Preference given to third-year anthropology majors, others by consent only

ANTH 21525. Love, Conjuality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter 2013

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): SALC 23101, ANTH 32220, CHDV 22212, GNDR 23102

ANTH 22000. The Anthropology of Development. 100 Units.

This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.

Instructor(s): A. Kolata Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 35500, ENST 22000

ANTH 22105. The Anthropology of Science. 100 Units.

Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.

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

Equivalent Course(s): ANTH 32300, HIPS 21301

ANTH 22123. Science Studies III: Information Age. 100 Units.

This seminar explores the sociocultural effects of the digital revolution in information technologies. Interrogating the technoscientific as well as sociocultural logics behind new virtual media, we discuss how new forms of subjectivity (collective and individualized), new forms of governmentality, and new political commitments are being produced via information technologies and supercomputing.

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 22125. Introduction to Science Studies. 100 Units.

Science is a dense site of practices, norms, and values that shapes what it means to be human in the contemporary era. Interwoven with the character of scientific knowledge is the character of the ideas that can be thought and not thought, the diseases that will be treated and not treated, the lives that can be lived and not lived. Yet, science, objectivity, and knowledge have proved resistant to critical analysis. This course is an introduction to thinkers who have withstood this resistance and explores questions about the nature, culture, and politics of scientific knowledge and its production.

Instructor(s): K. Sunder Rajan Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 22130. Anthropology of the Machine. 100 Units.

This course examines the machine as a social problematic, asking what is the machine and what is its relationship with technology, science, nature, bodies, and culture. Moving between the tangible and the abstract, we explore the machine as material instantiation, historical paradigm, metaphor, limit, method, and ideal. The course will follow a lecture/seminar format, and students will develop an anthropology of the machine as part of the course requirements.

Instructor(s): M. Fisch Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 22205. Slavery and Unfree Labor. 100 Units.

This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.

Instructor(s): S. Palmié Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 31700, CRES 22205, LACS 22205, LACS 31700

ANTH 22400. Big Science and the Birth of the National Security State. 100 Units.

This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 34900, HIPS 21200

ANTH 22410. Introduction to Science and Technology Studies. 100 Units.

Science, technology and information are the 'racing heart' of contemporary cognitive capitalism and the engine of change of our technological culture. They are deeply relevant to the understanding of contemporary societies. But how are we to understand the highly esoteric cultures and practices of science, technology and information? During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences and technology. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, "science and technology studies." The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches, and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we examine are the sociology of scientific knowledge and its applications, constructivism and actor network theory, the study of technology and information, as well as recent work on knowledge and technology in the economy and finance. Beginning with the second week of classes, we will devote the second half of the class to presentations and discussion.

Instructor(s): K. Knorr Cetina Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30217, ANTH 32410, CHSS 30217, SOCI 20217

ANTH 22530. Ethnographic Film. 100 Units.

This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge, and cultural lives. We examine how ethnographic film emerged in a particular intellectual and political economic context, as well as how subsequent conceptual and formal innovations have shaped the genre. We also consider social responses to ethnographic film in terms of (1) the contexts for producing and circulating these works, (2) the ethical and political concerns raised by cross-cultural representation, and (3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices (e.g., written ethnography, museum exhibitions, documentary film).

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

Equivalent Course(s): ANTH 32530

ANTH 22535. Engaging Media: Thinking about Media and Their Audiences. 100 Units.

In the first part of the course we look at how post–World War II mass communications and “classical” film theory theorized communication and spectatorship; in particular, we trace the dialogue between these liberatory models and the totalitarianism and propaganda (i.e., top-down models of control) of the times. We then look at theories of mass media reception and spectatorship that put ideology at the center of their analysis, interrogating theories of the “receiver” of media messages as cultural dope (Frankfurt school Marxism), psychoanalytic and (post-)Marxist theories of spectatorship (“Screen” theory), feminist critiques of film spectatorship, and reactions to the above in cognitivist film studies. We then turn to British Cultural Studies’ theories of media, focusing on how such work attempts to reconcile models of reception as ideologically unproblematic and as determined by the ideological structures of production and reception. Particular focus is given to the theoretical arguments regarding ideology and media, the notion of “code,” and the differences and similarities in the model of communication with the sociology of mass communication. In the second half of the course we look at anthropological approaches to media and how anthropologists have taken up the issue of media reception. Why have anthropologists largely ignored media and reception studies until recently? What kinds of contributions can anthropology make to the theorization and methodological approach to reception? By critically looking at ethnographies of reception, we problematize the concept of reception proper, looking at more holistic ways of dealing with the issue of the mediation of social life. In the final part of the course we re-evaluate what we mean by “mass media” and “reception.” First we look media (con)texts that blur the duality of production/reception. We then consider new forms of media and to what extent “reception” as a category even makes sense in attempting to understand how engagement with such new media functions.

Instructor(s): C. Nakassis

Equivalent Course(s): ANTH 32535

ANTH 22606. indigenities. 100 Units.

Depending on how you look at it, questions of indigeneity—the who, how, what, and why of peoples that either identify, or are identified, as “native”—are questions that at once transcend, entail, and/or are produced by Euro-American scholarly, political, and legal inquiry. Whether assailed as the product of colonial orientalism or celebrated as the ur-subjectivity of those who resist it (or something in between), the claims of, to, and about indigeneity continue to excite and demand attention scholarly and political. Indeed some argue that politics of indigeneity have gained unique traction in recent decades, as indigenous actors, scholars, and their advocates have pressed for changes to legal, political, and cultural/scientific regimes that have indigenous affairs as their chief objects of inquiry. One need only consider the 2007 passage of the UN Declaration of the Rights of Indigenous Peoples, the legal decisions acknowledging the force of native title in the Supreme Courts of Australia and Canada, and even the changes in various regimes of research concerning the social scientific study of native peoples and/or the representation of their material culture, all of which happened less than 20 years ago. Despite these long-standing interests and recent social, political, and economic gains, indigenous communities remain among the most vulnerable in the world. These trenchant inequalities beg the question, how does the condition of indigeneity relate to the various social forces shaping the world today and to the lived experiences of those who claim to be, or get named as, indigenous. It is towards an exploration of this question that this course is dedicated. Among the lines of inquiry that we will pursue in the course are: (1) tracing the genealogies of indigeneity as a notion, both in Euro-American human sciences and in other epistemological traditions; (2) considering the role that notions of indigeneity play in contemporary national and international political regimes; (3) exploring how indigeneity is claimed or disclaimed, by different peoples around the world, and why; and (4) considering the ways in which notions of indigeneity are being figured in new regimes of possession and commodification, including intellectual property, genetics and genome mapping, and the role of indigenous knowledge in resource extraction and bioprospecting. In pursuing these questions this course will endeavor to tease out the manifold relationships that the rising politics of indigeneity at the dawn of the 21st century has to other global political economic phenomena. Simultaneously, the course will also attend to the ways in which different peoples, caught up in different sociopolitical milieu, orient to the notion of indigeneity as it articulates with their lived experiences with matters of autochthony (the state of being “from here”), allochthony (being “from elsewhere”), and the consequences of those distinctions to their everyday lives.

Instructor(s): J. Richland

Equivalent Course(s): ANTH 33106

ANTH 22609. Indigenous Methodologies. 100 Units.

Instructor(s): J. Richland

Equivalent Course(s): ANTH 33107

ANTH 22710. Signs and the State. 100 Units.

Relations of communication, as well as coercion, are central though less visible in Weber's famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, "the" internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial "new nations").

Instructor(s): J. Kelly Terms Offered: Possibly Spring

Equivalent Course(s): ANTH 41810

ANTH 22715. Weber, Bakhtin, Benjamin. 100 Units.

Ideal types? The iron cage? Captured speech? No alibis? Dialectical Images? Charismatic authority? Heteroglossia? Modes of Domination? Seizing the flash? Finished, monological utterances? Conditions of possibility? Strait gates through time? Weber, Bakhtin, and Benjamin provide insights and analytical tools of unsurpassed power. Scholars who use them best have faced and made key decisions about social ontology and social science epistemology, decisions that follow from specific, radical propositions about society and social science made by these theorists and others they engage, starting at least from Immanuel Kant. This course is designed for any student who wants to more clearly understand the arguments of Weber, Bakhtin, and Benjamin, and to understand more broadly the remarkable trajectories of German social theory after Kant. It is designed especially for anyone hoping to use some of their conceptions well in new research. (Yes, Bakhtin is Russian, and cultural theory in Russia and the U.S. too will come up.) Fair warning: this course focuses on four roads out of Kant's liberal apriorism (including culture theory from Herder to Boas and Benedict, as well as Benjamin and the dialectical tradition, Bakhtin's dialogism, and Weber's historical realism). We will spend less time on good examples of current use of Weber's, Bakhtin's, and Benjamin's ideas than on the writings of Weber, Bakhtin, and Benjamin themselves, and their predecessors and interlocutors (including Herder, Hegel, Clausewitz, Marx, Ihering, and Simmel). The premise of the course is that you will do more in your own research with a roadmap than with templates.

Instructor(s): J. Kelly Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 43720

ANTH 22910. Performance and Politics in India. 100 Units.

This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.

Instructor(s): W. T. S. Mazzarella Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): SALC 22900

ANTH 23101-23102-23103. 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).

ANTH 23101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): LACS 16100,CRES 16101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100

ANTH 23102. 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.

Terms Offered: Winter

Equivalent Course(s): LACS 16200,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

ANTH 23103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

ANTH 23102. 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.

Terms Offered: Winter

Equivalent Course(s): LACS 16200,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

ANTH 23103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

ANTH 23600. Medicine and Society in Twentieth-Century China. 100 Units.

This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 33610, HIPS 22601

ANTH 23620. Medicine and Anthropology. 100 Units.

The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the “culture-bound” character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.

Instructor(s): J. Farquhar Terms Offered: Winter
Equivalent Course(s): ANTH 33620

ANTH 23715. Self-Determination: Theory and Reality. 100 Units.

From the Versailles Conference (1919) through the Bandung Conference (1955) and beyond, global politics has been reorganized by efforts to implement and sustain political sovereignty on the basis of national self-determination. This course examines the theories informing this American-led plan and its real consequences, with attention to India, Algeria, Indo-China, New Zealand, Fiji, and Hawaii. Dilemmas in decolonization, partitions, the consequences of the cold war, and the theory and practice of counterinsurgency are discussed together with unintended consequences of the plan in practice, especially the rise of political armies, NGOs, and diaspora.

Instructor(s): J. Kelly Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 43715

ANTH 23805. Nature/Culture. 100 Units.

Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders).

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 43805, CHSS 32805, HIPS 26203

ANTH 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.

ANTH 24001. Colonizations I. 100 Units.

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.

Terms Offered: Autumn

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): CRES 24001, HIST 18301, SOSC 24001

ANTH 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): CRES 24002, HIST 18302, SOSC 24002

ANTH 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

ANTH 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): CRES 24002, HIST 18302, SOSC 24002

ANTH 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

ANTH 24101-24102. 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.

ANTH 24101. Introduction to the Civilizations of South Asia I. 100 Units.

The Autumn Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): SALC 20100, HIST 10800, SASC 20000, SOSC 23000

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20200, HIST 10900, SASC 20100, SOSC 23100

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20200, HIST 10900, SASC 20100, SOSC 23100

ANTH 24320. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world.

Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

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

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

Equivalent Course(s): CHDV 21000,AMER 33000,ANTH 35110,GNSE 31000,HDCP 41050,PSYC 23000,PSYC 33000,GNSE 21001

ANTH 24325. Love, Conjugality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar

Equivalent Course(s): SALC 43101,SALC 33101,CHDV 33212,AFAM 23101,ANTH 32220,CRES 23101,CRES 33101,CHDV 22212,GNDR 23102,GNDR 31700,HIST 26903,HIST 36903

ANTH 24511-24512. Anthropology of Museums I-II.

This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

ANTH 24511. Anthropology of Museums I. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 34502,CHDV 38101,CRES 34501,MAPS 34500,SOSC 34500

ANTH 24512. Anthropology of Museums II. 100 Units.

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

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): CRES 34502,SOSC 34600

ANTH 24512. Anthropology of Museums II. 100 Units.

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

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): CRES 34502, SOSC 34600

ANTH 24705. Jurisdiction: Language and the Law. 100 Units.

Instructor(s): J. Richland

Equivalent Course(s): ANTH 34705

ANTH 24800. Uncanny Modernities. 100 Units.

This seminar examines the concept of the "uncanny" as an ethnographic topic.

Pursuing the linkages between perception, trauma, and historical memory, this

course asks if the modern state form necessarily produces the uncanny as a social

effect. We explore this theme through works of Freud, Lacan, Derrida, Benjamin,

and Foucault, as well as recent ethnographies that privilege the uncanny in their

social analysis.

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 54800

ANTH 25102. Local Bodies, Global Capital. 100 Units.

The project of this course is to closely examine the relationship between global

capital and local bodies or, put differently, to look at the implications of economic

forms for particular people's experience and collective forms of existence. The course

will read divergently critical theories of capitalism and some historically-situated

field materials, focusing on interplays between speculative, scientific, and spectral

qualities of economic practice. We will examine some local sites of multinational

capital investment, production, and circulation: from factory floors to marketplaces,

from transnational scientific research to pharmaceutical marketing. In order to better

grasp local bodies, the course will pay special attention to biomedical, genomic,

and pharmaceutical industries that emerged as a major locus of global capital

investment, as well as read for the existential, bodily, and political complaints about

shared market conditions voiced around the globe. By examining comparatively

some particular health disorders, incidents, and interventions, the course will ask:

How are the ways of being, feeling, and thinking determined by the abstract global

power of capital? How do bodies and economies intersect? How do local bodies and

subjectivities negotiate temporalities, materialities, and epistemologies associated

with the speculative and spectral features of global capital? Can we grasp a shared

global condition, which is capitalism, from the vantage point of some embodied

local lives?

Instructor(s): L. Jasarevic Terms Offered: Autumn

Equivalent Course(s): INST 27501

ANTH 25110. Living with Debt: A Comparative Perspective. 100 Units.

This course approaches debt anthropologically, as a universal cultural practice that forms and undoes social relations, amasses and dissipates wealth, and profoundly shapes the experience of people involved in market or nonmonetary exchanges. Treating debt as a broadly economic category, the course will investigate comparatively how do people live with debt, how does indebtedness feel, and what are the economic and political implications of local borrowing-lending strategies. Because consumer and national debt seem to be a shared contemporary global predicament, the course will also critically examine historical dynamics at work in and different scales of debt economies: national, transnational, familial, and personal. The course will look at practice and experience of indebtedness inside and outside the market: from credit card debts to barter and gift exchanges, from organ donations to military and diplomatic relations. By broadening our definition of debt, these comparative insights aim to excavate an experience of indebtedness held in common cross-culturally as well as complicate what seems most natural about giving, owing, and owning.

Instructor(s): L. Jasarevic Terms Offered: Spring

Equivalent Course(s): INST 28525

ANTH 25116. Magic Matters. 100 Units.

The course explores the lively presence of magic in the contemporary, presumably disenchanted world. It approaches the problem of magic historically—examining how magic became an object of social scientific inquiry—and anthropologically, attending to the magic in practice on the margins of the industrial, rational, cosmopolitan, and technological societies and economies. Furthermore, this course reads classic and contemporary ethnographies of magic together with studies of science and technology to critically examine questions of agency, practice, experience, experiment, and efficacy. The course reads widely across sites, disciplines, and theories, attending to eventful objects and alien agents, stepping into post-socialist, post-colonial, and post-secular magic markets and medical clinics, and reading for the political energies of the emergent communities that effectively mix science, magic, and technology.

Instructor(s): L. Jasarevic Terms Offered: TBD

Equivalent Course(s): CHDV 25116, INST 27701

ANTH 25125. Emotions and Culture, Paradigms of Empirical and Theoretical Analysis. 100 Units.

The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.

Instructor(s): K. Knorr Cetina Terms Offered: Winter

Equivalent Course(s): SOCI 20203, ANTH 35125, SOCI 30203

ANTH 25200. Approaches to Gender in Anthropology. 100 Units.

This course examines gender as a cultural category in anthropological theory, as well as in everyday life. After reviewing the historical sources of the current concern with women, gender, and sexuality in anthropology and the other social sciences, we critically explore some key controversies (e.g., the relationship between production and reproduction in different sociocultural orders; the links between "public" and "private" in current theories of politics; and the construction of sexualities, nationalities, and citizenship in a globalizing world).

Instructor(s): S. Gal Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 43800,GNDR 25201,GNDR 43800

ANTH 25305. Anthropology of Food and Cuisine. 100 Units.

Contemporary human foodways are not only highly differentiated in cultural and social terms, but often have long and complicated histories. Anthropologists have long given attention to food. But, until quite recently, they did so in an unsystematic, haphazard fashion. This course explores several related themes with a view towards both the micro- and macro-politics of food by examining a range of ethnographic and historical case studies and theoretical texts. It takes the format of a seminar augmented by lectures (during the first few weeks), scheduled video screenings, and individual student presentations during the rest of the course.

Instructor(s): S. Palmié Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 35305

ANTH 25310. Drinking Alcohol: Social Problems or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).

Instructor(s): M. Dietler, W. Green Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 22800, BIOS 02280

ANTH 25325. History and Culture of Baseball. 100 Units.

Study of the history and culture of baseball can raise in a new light a wide range of basic questions in social theory. The world of sports is one of the paradoxical parts of cultural history, intensely intellectually scrutinized and elaborately “covered” by media, yet largely absent from scholarly curricula. Perhaps more than any other sport, baseball has even drawn a wide range of scholars to publish popular books about it, yet has produced few professional scholars whose careers are shaped by study of it. In this course, we will examine studies that connect the cultural history of baseball to race, nation, and decolonization, to commodity fetishism and the development of capitalist institutions, to globalization and production of locality. We will compare studies of baseball from a range of disciplinary perspectives (economics, evolutionary biology, political science, history, and anthropology) and will give special attention to the culture and history of baseball in Chicago. We hope and expect that this course will be a meeting ground for people who know a lot about baseball and want to learn more about cultural anthropology, and people who are well read in anthropology or social theory who want to know more about baseball. The course will draw heavily on the rich library of books and articles about baseball, scholarly and otherwise, and will also invite students to pursue their own research topics in baseball culture and history.

Instructor(s): J. Kelly

Equivalent Course(s): ANTH 35325

ANTH 25410. Anthropology of Everyday Life. 100 Units.

In an effort to clarify the field of everyday life ethnography and stimulate critical reflection on the everyday lives we all lead, this course draws on three bodies of literature: (1) classic anthropological approaches to studying social life (e.g., behaviorism and utilitarianism, the sacred/profane distinction, phenomenology, habitus and practice); (2) twentieth-century cultural Marxist critical theory; and (3) recent studies of popular culture. This course includes a workshop component to accommodate student projects.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 25500. Cultural Politics of Contemporary India. 100 Units.

Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting “middle class” formations; and their articulation through violence, gender, consumerism, religion, and technoscience.

Instructor(s): W. Mazzarella Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 42600, SALC 20900, SALC 30900

ANTH 25510. Afterlives of Gandhi. 100 Units.

This course deals with transnational textual, political, and theoretical transmissions of the Gandhi idea in the first half of the twentieth century.

Instructor(s): L. Gandhi, W. Mazzarella Terms Offered: Not offered 2012–13; will be offered 2013–14

Prerequisite(s): undefined

Note(s): undefined

Equivalent Course(s): ENGL 24308

ANTH 25710. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. 100 Units.

This course introduces students to major theories of globalization and to core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, world systems theory, glocalization and hybridization approaches and the “strong program” in globalization studies. Empirically oriented topics include global love, global finance, global terrorism and the globalization of nothing. The empirical ethnographies of the global are chosen to illustrate the interest and feasibility of globalization studies and of critical studies of dimensions of globalization.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Equivalent Course(s): SOCI 20169, ANTH 35710, SOCI 30169

ANTH 25900. South Asian Archaeology. 100 Units.

South Asia has a rich historical record, from the very beginnings of our species to the present, and yet the earlier part of this record is surprisingly little-known outside specialist circles. This course provides a broad overview of South Asian archaeology and early history, from the beginnings of agricultural production to the expansion of states and empires in the early days of textual records. We cover critical anthropological processes such as the origins and expansion of agriculture, the development of one of the world’s first urban societies—the Harappan or Indus civilization—the growth and institutionalization of social inequalities, and changing contexts of social and religious life. While the course actually extends a bit beyond the time of the Buddha, its major focus is on the periods up to and including the Early Historic. No prior experience of either South Asia or archaeology is assumed; Indeed, we will think quite a bit about the nature of evidence and about how we know about the more distant past.

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

Equivalent Course(s): SALC 25900

ANTH 25906. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

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

Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required

Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.

Equivalent Course(s): NEHC 20766, EEUR 20766, EEUR 30766

ANTH 26020. Archaeology of Modernity. 100 Units.

This course covers the development, themes, practices, and problems of the archaeology of the modern era (post 1450 AD), or what in North America is better known as the subfield of "historical archaeology." Texts and discussions address topics such as the archaeology of colonialism, capitalism, industrialization, and mass consumption. Case studies from plantation archaeology, urban archaeology, and international contexts anchor the discussion, as does a consideration of interdisciplinary methods using texts, artifacts, and oral history. Our goal is to understand the historical trajectory of this peculiar archaeological practice, as well as its contemporary horizon. The overarching question framing the course is: what is modernity and what can archaeology contribute to our understanding of it?

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

Equivalent Course(s): ANTH 46020

ANTH 26505. Non-Industrial Agriculture. 100 Units.

Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.

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

Equivalent Course(s): ANTH 46505,ENST 26505

ANTH 26710-26711. Ancient Landscapes I-II.

The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This class provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

ANTH 26710. Ancient Landscapes I. 100 Units.

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

Equivalent Course(s): NEAA 20061,GEOG 25400

ANTH 26711. Ancient Landscapes II. 100 Units.

Instructor(s): S. Branting Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): NEAA 20062,GEOG 25800

ANTH 26711. Ancient Landscapes II. 100 Units.

Instructor(s): S. Branting Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): NEAA 20062, GEOG 25800

ANTH 26830. Archaeology of Religious Experience. 100 Units.

This seminar provides a critical exploration of archaeological approaches to past religious life. Drawing on a variety of case studies spanning a broad temporal and geographic spectrum, we examine/interrogate how object worlds can help to expand our understanding of religion in prehistoric and historic societies. Firmly grounded in contemporary anthropological thinking, this course explores theoretical and methodological possibilities, challenges, and limitations arising from archaeological studies of religious experience.

Instructor(s): F. Richard Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 26900. Archaeological Data Sets. 100 Units.

This course focuses on the methodological basis of archaeological data analysis. Its goals are twofold: (1) to provide students with an opportunity to examine research questions through the study of archaeological data; and (2) to allow students to evaluate evidential claims in light of analytical results. We consider data collection, sampling and statistical populations, exploratory data analysis, and statistical inference. Built around computer applications, the course also introduces computer analysis, data encoding, and database structure.

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

Prerequisite(s): Advanced standing and consent of instructor

ANTH 27130. America: Society, Polity, and Speech Community. 100 Units.

We explore the place of languages and of discourses about languages in the history and present condition of how American mass society stands in relation to the political structures of the North American (nation-) states and to American speech communities. We address plurilingualisms of several different origins (i.e., indigenous, immigrant) that have been incorporated into the contemporary American speech community, the social stratification of English in a regime of standardization that draws speakers up into a system of linguistic "register," and how language itself has become an issue-focus of American political struggles in the past and contemporaneously.

Instructor(s): M. Silverstein Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LING 27130

ANTH 27300. Language Voice and Gender. 100 Units.

This course explores how we “voice” ourselves as “gendered” persons by, in essence, performing gender in discursive interaction, that is, in language-mediated and semiosis-saturated interpersonal events. The several analytic orders and interacting semiotic planes of framing gender will be emphasized, as also the inherently “dialectic” character of social categories of identity such as gender, which exist emergently as “culture” between essential[ized] individual “nature” and interested intuitions we have and formulate about the micro- and macrosocial orders in which we participate. No prior linguistics or sociocultural anthropology is presupposed, but serious attention to conceptual and theoretical issues in the sociocultural analysis of language in relation to identity will be nurtured in the course of the discussion. We start with a review of some key ideas that have shaped the recent study of language and gender, then cycle back to consider several problematic areas, and finally look at some discursively rich ethnographic treatments of gendering.

Instructor(s): M. Silverstein Terms Offered: Spring (possibly)

ANTH 27505. Professional Persuasions: The Rhetoric of Expertise in Modern Life. 100 Units.

This course dissects the linguistic forms and semiotics processes by which experts (often called professionals) persuade their clients, competitors, and the public to trust them and rely on their forms of knowledge. We consider the discursive aspects of professional training (e.g., lawyers, economists, accountants) and take a close look at how professions (e.g., social work, psychology, medicine) stage interactions with clients. We examine a central feature of modern life—the reliance on experts—by analyzing the rhetoric and linguistic form of expert knowledge.

Instructor(s): S. Gal Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): LING 27220

ANTH 27510. Language and Temporality: Ethnographies of Time. 100 Units.

How does language create our sense of time, and our conviction that there is/are pasts, presents and futures? How are quite different forms of time (in conjunction with space) constructed by language ideologies and enacted in familiar and exotic interactional events? National time and memory, narrative time, historical time, romantic time, diagenetic time, diasporic time, global time, institutional time, and many others -- have all been proposed and discussed in recent ethnographies. They all require mediation by linguistic or broadly semiotic form and action. The class will start with some theoretical discussion of semiotic tools for analyzing temporality and then read a series of recent ethnographies that take up these issues in depth.

Instructor(s): S. Gal Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 27700. Romani Language and Linguistics. 100 Units.

This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): LGLN 27800, ANTH 47900, EEUR 21000, EEUR 31000, LGLN 37800

ANTH 28010. Introduction to Biological Anthropology. 100 Units.

This course provides a general evolutionary framework for the 360 living and 470 fossil primate species. Applications of chromosomal studies (karyology) and biomolecular comparisons (molecular phylogenetics) are also covered. Other topics include principles of classification, principles of phylogenetic reconstruction, scaling effects of body size, primates in the context of mammal evolution, diets and dentitions, locomotor morphology and behavior, morphology and function of sense organs, evolutionary aspects of the brain, reproductive biology, and social organization. Each lecture concludes with implications for human evolution.

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

Prerequisite(s): BIOS 10110 or 10130

Equivalent Course(s): BIOS 13330

ANTH 28100. Evolution of the Hominoidea. 200 Units.

This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominoidea that is based upon studies of casts and comparative primate osteology.

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

Prerequisite(s): Third- or fourth-year standing and consent of instructor

Equivalent Course(s): ANTH 38100, EVOL 38100, HIPS 24000

ANTH 28105. Primate Evolution. 100 Units.

This course is the first of three in the Primate Biology and Human Evolution sequence (see also BIOS 23248 and 23253). This course introduces the evolution of nonhuman primates and humans. We focus on taxonomic classification; the use of fossil and genetic evidence for phylogenetic reconstructions; the evolution of primate morphological and physiological characteristics (e.g., body and brain size, skull and skeleton, sense organs, and dietary and reproductive adaptations); the adaptive radiation of Prosimians, New World Monkeys, Old World Monkeys, and apes into their current areas of geographic distribution; and an overview of the hominid fossil record.

Instructor(s): R. Martin, University of Chicago Paris Center Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Equivalent Course(s): BIOS 23241

ANTH 28200. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.

The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be 'natural' in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.

Instructor(s): M. Lycett and P. Drake Terms Offered: Spring

Equivalent Course(s): ANTH 38220,ENST 26201

ANTH 28210. Colonial Ecologies. 100 Units.

This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.

Instructor(s): M. Lycett, K. Morrison Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 48210,ENST 28210

ANTH 28300. Comparative Primate Morphology. 200 Units.

This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 38200,EVOL 38200,HIPS 23500

ANTH 28400. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter

Equivalent Course(s): ANTH 38800,BIOS 23247

ANTH 28510. Anthropology of Space/Place/Landscape. 100 Units.

Materiality has emerged as a fertile interest in anthropology and other social sciences. Within this broad conceptual umbrella, space, place, and landscape have become critical lenses for analyzing and interpreting people's engagement with their physical surroundings. Once an inert backdrop to social life, a mere epiphenomenon, the material world is now acknowledged as a generative medium and terrain of cultural production: at once socially produced and framing sociality, shaping and constraining human possibilities, both by and against design... This course concerns itself with these articulations: 1) the spatial production of social worlds, 2) its expressions in different cultural and historical settings, and 3) its trails of ambiguous effects. Drawing on several fields, anthropology and geography chiefly, but also art history, architecture, philosophy, and social theory, we will explore how the triad of space/place/landscape works on, in, and through different social worlds and its role in the making of social experience, perception, and imagination. We will also reflect on how spatial formations frequently elude the very social projects that have birthed them. The objective of the course is to provide you with a foundation in contemporary spatial thought, which can be creatively applied to questions of spatiality in your own research setting.

Instructor(s): F. Richard Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 58510

ANTH 28600. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Autumn, Spring

Note(s): BIOS 23241 recommended. Autumn course at University of Chicago Center in Paris; Spring course on campus.

Equivalent Course(s): BIOS 23253

ANTH 28702. Archaeologies of Political Life. 100 Units.

This seminar examines how archaeologists have approached political life in the past forty years. Its aim is to question the categories through which political worlds are often studied (beginning with such unwieldy terms as 'states,' 'chiefdoms,' 'complexity,' etc.) and complicate analyses of politics in the past. Rather than relying on concepts that already predetermine the outcome of political functioning, we will read key texts in anthropology and political theory (on sovereignty, domination, legitimacy, political economy, governance, ideology, hegemony, subjectivity, anarchy) to dissect the foundations and operations of power, expose its cultural logics, and explore the processes behind the categories. Some of the questions that will guide our discussions include: How do politics work in both past and present? Through what channels and modalities? With what effects (anticipated or not)? And what role does the material world play in mediating these relations? Each week will pair theoretical readings with case-studies drawn from different parts of the world and from different moments in history. Through this seminar, students will gain familiarity with classic archaeological thinking on power and critical perspectives steering contemporary studies of past politics.

Instructor(s): F. Richard

Equivalent Course(s): ANTH 58702

ANTH 29105. Pollen Analysis. 100 Units.

Although this course is concerned with Holocene vegetation history and the impact of humans on that vegetation, concepts and lab skills presented can be applied to a variety of disciplines. Initial lab exercises prepare students for the primary focus of the course: the collection, processing, analysis, and interpretation of a pollen core from a local wetland. We take one weekend field trip to collect the core and observe local vegetation. Students then analyze and interpret pollen from the core, culminating in an in-class research symposium.

Instructor(s): K. Morrison Terms Offered: Not offered 2013-14; will be offered 2014-15

ANTH 29500. Archaeology Laboratory Practicum. 100 Units.

This hands-on lab practicum course exposes students to various stages of artifact processing on a collection from a recently excavated site (e.g., washing, sorting, flotation, identification, data entry, analysis, report preparation, curation). The primary requirement is that students commit to a minimum of nine hours of lab work per week, with tasks assigned according to immediate project needs.

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

Prerequisite(s): Consent of instructor

Note(s): Undergraduates may take this course only once for credit.

Equivalent Course(s): ANTH 59500

ANTH 29700. Readings in Anthropology. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading.

ANTH 29900. Preparation of Bachelor's Essay. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading. For honors requirements, see Honors section under Program Requirements.

ANTH 29910. Bachelor's Essay Seminar. 100 Units.

Terms Offered: Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Open only to students currently writing BA honors papers.

ANTH 30000. Classical Readings in Anthropology: Anthropological Theory. 100 Units.

Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline's long twentieth century, from the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.

Instructor(s): Staff Terms Offered: TBA

Equivalent Course(s): ANTH 21107

ANTH 30405. Anthropology of Disability. 100 Units.

This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): MAPS 36900, ANTH 20405, CHDV 30405, HMRT 25210, HMRT 35210, SOSC 36900

ANTH 30415. American Legal Culture. 100 Units.

This seminar examines how the values and norms of American Legal Culture are constructed through both the experiences of the general public and socialization of key actors in institutions such as law schools/firms, popular media, courts, police, and jails/prisons. Sessions combine discussion of relevant literature with presentations by Chicago-area experts from these various institutions. Seminar participants conduct fieldwork in related sites in the Chicago area, presenting the results of their research projects in the final session(s) of the course.

Instructor(s): M. Fred Terms Offered: Not offered 2012–13; will be offered 2013–14

Prerequisite(s): Third- or fourth-year standing for undergraduates

Equivalent Course(s): LAWS 93801, MAPS 46701, LLSO 26203, SOSC 30416

ANTH 30705. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.

The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.

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

Equivalent Course(s): ANTH 21230

ANTH 31700. Slavery and Unfree Labor. 100 Units.

This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.

Instructor(s): S. Palmié Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 22205, CRES 22205, LACS 22205, LACS 31700

ANTH 32110. Culture and Power, Part II: Discourse and Performativity. 100 Units.

This class is the second part of a two part sequence entitled Culture, Power, Subjectivity although it is not necessary to take them in sequence. Part 1 typically examines history and structure as these have been addressed either by classic social theorists (Marx, Weber, Foucault) or anthropologists and historians (Sewell, Comaroffs, Sahlins/sub-altern studies). In this quarter, we focus on two different analytic constructs that anthropologists have used to theorize the nature of subjects and their relationship to historically produced social and cultural formations: discourse and performativity. We will situate these analytic approaches in terms of two distinct theoretical lineages—the one drawn from the Russian socio-historical tradition, the other derived from post-structuralist theory. The basic approach taken in class will be to learn the theories through close reading of texts, and then read several examples of how various scholars—usually anthropologists—use them in their own work. Readings include Vygotsky, Voloshinov, Bakhtin, Austin, Butler (and perhaps a few others). (C*)

Instructor(s): J. Cole Terms Offered: Spring 2013

Prerequisite(s): Consent of instructor required for undergraduates.

Equivalent Course(s): CHDV 32101

ANTH 32200. Intensive Study of a Culture: Modern China. 100 Units.

Contemporary China is often spoken of as undergoing deep and rapid social change. Certainly globalizing forces have been especially evident in all parts of China over the last couple of decades. At the same time, like the rest of East Asia and the Pacific Rim, China has developed distinctive social, cultural, and political forms, many of which circulate nationally and transnationally. This course comes to terms with both the processes of change that have characterized the last few decades and with a few recent social and cultural phenomena of interest. Because the scholarly literature lags behind the pace of transformation in China, we draw on a wide variety of materials: ethnography, memoir, fiction, films, essays, historical studies, short stories, websites. Emphasis in class discussions is on grasping how contemporary Chinese realities are experienced from viewpoints within China—this is the sense in which the course is intensive study of a "culture." Readings and materials are divided into several major units concerned with historical memory, rural China, urban life, labor migration, and popular culture. Students undertake, as a term project, their own investigation of some aspect of contemporary cultural change in China.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 21251

ANTH 32220. Love, Conjuality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter 2013

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): SALC 23101, ANTH 21525, CHDV 22212, GNDR 23102

ANTH 32300. The Anthropology of Science. 100 Units.

Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.

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

Equivalent Course(s): ANTH 22105, HIPS 21301

ANTH 32410. Introduction to Science and Technology Studies. 100 Units.

Science, technology and information are the 'racing heart' of contemporary cognitive capitalism and the engine of change of our technological culture. They are deeply relevant to the understanding of contemporary societies. But how are we to understand the highly esoteric cultures and practices of science, technology and information? During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences and technology. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, "science and technology studies." The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches, and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we examine are the sociology of scientific knowledge and its applications, constructivism and actor network theory, the study of technology and information, as well as recent work on knowledge and technology in the economy and finance. Beginning with the second week of classes, we will devote the second half of the class to presentations and discussion.

Instructor(s): K. Knorr Cetina Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30217, CHSS 30217, ANTH 22410, SOCI 20217

ANTH 32530. Ethnographic Film. 100 Units.

This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge, and cultural lives. We examine how ethnographic film emerged in a particular intellectual and political economic context, as well as how subsequent conceptual and formal innovations have shaped the genre. We also consider social responses to ethnographic film in terms of (1) the contexts for producing and circulating these works, (2) the ethical and political concerns raised by cross-cultural representation, and (3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices (e.g., written ethnography, museum exhibitions, documentary film).

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

Equivalent Course(s): ANTH 22530

ANTH 32535. Engaging Media: Thinking about Media and Their Audiences. 100 Units.

In the first part of the course we look at how post-World War II mass communications and "classical" film theory theorized communication and spectatorship; in particular, we trace the dialogue between these liberatory models and the totalitarianism and propaganda (i.e., top-down models of control) of the times. We then look at theories of mass media reception and spectatorship that put ideology at the center of their analysis, interrogating theories of the "receiver" of media messages as cultural dope (Frankfurt school Marxism), psychoanalytic and (post-)Marxist theories of spectatorship ("Screen" theory), feminist critiques of film spectatorship, and reactions to the above in cognitivist film studies. We then turn to British Cultural Studies' theories of media, focusing on how such work attempts to reconcile models of reception as ideologically unproblematic and as determined by the ideological structures of production and reception. Particular focus is given to the theoretical arguments regarding ideology and media, the notion of "code," and the differences and similarities in the model of communication with the sociology of mass communication. In the second half of the course we look at anthropological approaches to media and how anthropologists have taken up the issue of media reception. Why have anthropologists largely ignored media and reception studies until recently? What kinds of contributions can anthropology make to the theorization and methodological approach to reception? By critically looking at ethnographies of reception, we problematize the concept of reception proper, looking at more holistic ways of dealing with the issue of the mediation of social life. In the final part of the course we re-evaluate what we mean by "mass media" and "reception." First we look media (con)texts that blur the duality of production/reception. We then consider new forms of media and to what extent "reception" as a category even makes sense in attempting to understand how engagement with such new media functions.

Instructor(s): C. Nakassis

Equivalent Course(s): ANTH 22535

ANTH 33106. indigenities. 100 Units.

Depending on how you look at it, questions of indigeneity—the who, how, what, and why of peoples that either identify, or are identified, as “native”—are questions that at once transcend, entail, and/or are produced by Euro-American scholarly, political, and legal inquiry. Whether assailed as the product of colonial orientalism or celebrated as the ur-subjectivity of those who resist it (or something in between), the claims of, to, and about indigeneity continue to excite and demand attention scholarly and political. Indeed some argue that politics of indigeneity have gained unique traction in recent decades, as indigenous actors, scholars, and their advocates have pressed for changes to legal, political, and cultural/scientific regimes that have indigenous affairs as their chief objects of inquiry. One need only consider the 2007 passage of the UN Declaration of the Rights of Indigenous Peoples, the legal decisions acknowledging the force of native title in the Supreme Courts of Australia and Canada, and even the changes in various regimes of research concerning the social scientific study of native peoples and/or the representation of their material culture, all of which happened less than 20 years ago. Despite these long-standing interests and recent social, political, and economic gains, indigenous communities remain among the most vulnerable in the world. These trenchant inequalities beg the question, how does the condition of indigeneity relate to the various social forces shaping the world today and to the lived experiences of those who claim to be, or get named as, indigenous. It is towards an exploration of this question that this course is dedicated. Among the lines of inquiry that we will pursue in the course are: (1) tracing the genealogies of indigeneity as a notion, both in Euro-American human sciences and in other epistemological traditions; (2) considering the role that notions of indigeneity play in contemporary national and international political regimes; (3) exploring how indigeneity is claimed or disclaimed, by different peoples around the world, and why; and (4) considering the ways in which notions of indigeneity are being figured in new regimes of possession and commodification, including intellectual property, genetics and genome mapping, and the role of indigenous knowledge in resource extraction and bioprospecting. In pursuing these questions this course will endeavor to tease out the manifold relationships that the rising politics of indigeneity at the dawn of the 21st century has to other global political economic phenomena. Simultaneously, the course will also attend to the ways in which different peoples, caught up in different sociopolitical milieu, orient to the notion of indigeneity as it articulates with their lived experiences with matters of autochthony (the state of being “from here”), allochthony (being “from elsewhere”), and the consequences of those distinctions to their everyday lives.

Instructor(s): J. Richland

Equivalent Course(s): ANTH 22606

ANTH 33107. Indigenous Methodologies. 100 Units.

Instructor(s): J. Richland

Equivalent Course(s): ANTH 22609

ANTH 33610. Medicine and Society in Twentieth-Century China. 100 Units.

This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 23600, HIPS 22601

ANTH 33620. Medicine and Anthropology. 100 Units.

The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the “culture-bound” character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.

Instructor(s): J. Farquhar Terms Offered: Winter
Equivalent Course(s): ANTH 23620

ANTH 34502. Anthropology of Museums I. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 24511, CHDV 38101, CRES 34501, MAPS 34500, SOSC 34500

ANTH 34705. Jurisdiction: Language and the Law. 100 Units.

Instructor(s): J. Richland

Equivalent Course(s): ANTH 24705

ANTH 34900. Big Science and the Birth of the National Security State. 100 Units.

This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 22400, HIPS 21200

ANTH 35110. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world.

Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

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

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

Equivalent Course(s): CHDV 21000, AMER 33000, ANTH 24320, GNSE 31000, HDCP 41050, PSYC 23000, PSYC 33000, GNSE 21001

ANTH 35125. Emotions and Culture, Paradigms of Empirical and Theoretical Analysis. 100 Units.

The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.

Instructor(s): K. Knorr Cetina Terms Offered: Winter

Equivalent Course(s): SOCI 20203, ANTH 25125, SOCI 30203

ANTH 35305. Anthropology of Food and Cuisine. 100 Units.

Contemporary human foodways are not only highly differentiated in cultural and social terms, but often have long and complicated histories. Anthropologists have long given attention to food. But, until quite recently, they did so in an unsystematic, haphazard fashion. This course explores several related themes with a view towards both the micro- and macro-politics of food by examining a range of ethnographic and historical case studies and theoretical texts. It takes the format of a seminar augmented by lectures (during the first few weeks), scheduled video screenings, and individual student presentations during the rest of the course.

Instructor(s): S. Palmié Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 25305

ANTH 35325. History and Culture of Baseball. 100 Units.

Study of the history and culture of baseball can raise in a new light a wide range of basic questions in social theory. The world of sports is one of the paradoxical parts of cultural history, intensely intellectually scrutinized and elaborately “covered” by media, yet largely absent from scholarly curricula. Perhaps more than any other sport, baseball has even drawn a wide range of scholars to publish popular books about it, yet has produced few professional scholars whose careers are shaped by study of it. In this course, we will examine studies that connect the cultural history of baseball to race, nation, and decolonization, to commodity fetishism and the development of capitalist institutions, to globalization and production of locality. We will compare studies of baseball from a range of disciplinary perspectives (economics, evolutionary biology, political science, history, and anthropology) and will give special attention to the culture and history of baseball in Chicago. We hope and expect that this course will be a meeting ground for people who know a lot about baseball and want to learn more about cultural anthropology, and people who are well read in anthropology or social theory who want to know more about baseball. The course will draw heavily on the rich library of books and articles about baseball, scholarly and otherwise, and will also invite students to pursue their own research topics in baseball culture and history.

Instructor(s): J. Kelly

Equivalent Course(s): ANTH 25325

ANTH 35410. Anthropology of Everyday Life. 100 Units.

In an effort to clarify the field of everyday life ethnography and stimulate critical reflection on the everyday lives we all lead, this course draws on three bodies of literature: (1) classic anthropological approaches to studying social life (e.g., behaviorism and utilitarianism, the sacred/profane distinction, phenomenology, habitus and practice); (2) twentieth-century cultural Marxist critical theory; and (3) recent studies of popular culture. This course includes a workshop component to accommodate student projects.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 25410

ANTH 35500. The Anthropology of Development. 100 Units.

This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.

Instructor(s): A. Kolata Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 22000,ENST 22000

ANTH 35710. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. 100 Units.

This course introduces students to major theories of globalization and to core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, world systems theory, glocalization and hybridization approaches and the "strong program" in globalization studies. Empirically oriented topics include global love, global finance, global terrorism and the globalization of nothing. The empirical ethnographies of the global are chosen to illustrate the interest and feasibility of globalization studies and of critical studies of dimensions of globalization.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): SOCI 20169,ANTH 25710,SOCI 30169

ANTH 36200. Ceramic Analysis for Archaeologists. 100 Units.

This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.

Instructor(s): M. Dietler Terms Offered: Winter
Prerequisite(s): Consent of instructor

ANTH 36700. Archaeology of Race and Ethnicity. 100 Units.

The correlation between ethnic groups and patterns in material culture lies at the heart of many archaeological problems. Over the last several years, a new emphasis on the social construction of racial and ethnic identities has invited a re-examination of the ways in which aspects of the material world (i.e., architecture, pottery, food, clothing) may participate actively in the dialectical process of creating or obscuring difference. This seminar surveys historical debates and engages with current theoretical discussions within archaeology concerning race and ethnicity in complex societies.

Instructor(s): S. Dawdy Terms Offered: Will be offered 2013-14
Prerequisite(s): Consent of instructor

ANTH 36705. Celts: Ancient, Modern, Postmodern. 100 Units.

Celts and things Celtic have long occupied a prominent and protean place in the popular imagination, and “the Celts” has been an amazingly versatile concept in the politics of identity and collective memory in recent history. This course is an anthropological exploration of this phenomenon that examines: (1) the use of the ancient past in the construction of modern nationalist mythologies of Celtic identity (e.g. in France and Ireland) and regional movements of resistance to nationalist and colonialist projects (e.g. in Brittany, Ireland, Scotland, Wales, Galicia, Asturias); (2) the construction of transnational ethno-nostalgic forms of Celtic identity in modern diasporic communities (Irish, Scottish, etc.); and (3) various recent spiritualist visions of Celticity that decouple the concept from ethnic understandings (e.g. in the New Age and Neo-Pagan movements). All of these are treated in the context of what is known archaeologically about the ancient peoples of Europe who serve as a symbolic reservoir for modern Celtic identities. The course explores these competing Celtic imaginaries in the spaces and media where they are constructed and performed, ranging from museums and monuments, to neo-druid organizations, Celtic cyberspace, Celtic festivals, Celtic theme parks, Celtic music, Celtic commodities, etc.

Instructor(s): M. Dietler

Equivalent Course(s): ANTH 21265

ANTH 37201-37202. Language in Culture I-II.

This two-quarter course presents the major issues in linguistics of anthropological interest. These courses must be taken in sequence.

ANTH 37201. Language in Culture I. 100 Units.

Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.

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

Prerequisite(s): Consent of instructor

Equivalent Course(s): CHDV 37201, LING 31100, PSYC 47001

ANTH 37202. Language in Culture II. 100 Units.

The second half of the sequence takes up basic concepts in sociolinguistics and their critique.

Instructor(s): C. Nakassis Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): LING 31200, PSYC 47002

ANTH 37202. Language in Culture II. 100 Units.

The second half of the sequence takes up basic concepts in sociolinguistics and their critique.

Instructor(s): C. Nakassis Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): LING 31200, PSYC 47002

ANTH 37500. Morphology. 100 Units.

This course deals with linguistic structure and patterning beyond the phonological level. We focus on analysis of grammatical and formal oppositions, as well as their structural relationships and interrelationships (morphophonology).

Instructor(s): Staff Terms Offered: Spring

ANTH 38100. Evolution of the Hominoidea. 200 Units.

This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.

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

Prerequisite(s): Third- or fourth-year standing and consent of instructor

Equivalent Course(s): ANTH 28100, EVOL 38100, HIPS 24000

ANTH 38200. Comparative Primate Morphology. 200 Units.

This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 28300, EVOL 38200, HIPS 23500

ANTH 38210. Colonial Ecologies. 100 Units.

This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.

Instructor(s): M. Lycett Terms Offered: Not offered 2012-13; will be offered 2013-14

Equivalent Course(s): LACS 28210, ANTH 28210, ENST 28210

ANTH 38220. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.

The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be 'natural' in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.

Instructor(s): M. Lycett and P. Drake Terms Offered: Spring

Equivalent Course(s): ANTH 28200, ENST 26201

ANTH 38300. The Practice of Anthropology: Celebrity and Science in Paleoanthropology. 100 Units.

This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 21406, HIPS 21100

ANTH 38400. Classical Readings in Anthropology: History and Theory of Human Evolution. 100 Units.

This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 21102, EVOL 38400, HIPS 23600

ANTH 38800. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter
Equivalent Course(s): ANTH 28400, BIOS 23247

ANTH 40100. The Inka and Aztec States. 100 Units.

This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states.

Instructor(s): A. Kolata Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 20100, LACS 20100, LACS 40305

ANTH 40205. Knowledge/Value. 100 Units.

This course broadly interrogates conceptual and empirical linkages between epistemology and value. It works on the assumption that we are at a historical moment when epistemology, value and the nature of their articulation are all emergent and at stake. The course is closely coupled to a workshop on “Knowledge / Value” that will be held at the end of spring quarter, which will be a broad consideration of the nature of the fact / value distinction in the context of technoscience, law and finance. Students taking this course will be expected to actively participate in the workshop. Readings will be related to the workshop, but will also include other texts that are foundational in considering questions of Knowledge / Value.

Instructor(s): K. Sunder Rajan

ANTH 40805. New Perspectives on Vulnerability. 100 Units.

Vulnerability is undergoing re-evaluation in philosophy, the social sciences and the humanities. From having been perceived as a condition from which subjects should be defended, rescued or liberated, vulnerability has increasingly come to be theorized as a position and experience that confronts us with the limits of understanding, empathy, morality and theory. This course will read work that attempts to engage with vulnerability not so much as something to be overcome, but, rather, as a challenge that can guide us towards new ways of thinking about political life and engaging with the world. Course literature includes Giorgio Agamben’s work on “bare life”, Judith Butler’s writing on precarious life, Jacques Derrida’s writings on animals, Rosemarie Garland-Thomson’s book on staring, Martha Nussbaum’s book on “frontiers of justice” and Bryan Turner’s work on vulnerability and human rights.

Instructor(s): D. Kulick Terms Offered: Autumn 2013

Prerequisite(s): Graduate students only.

Equivalent Course(s): GNDR 41160, CHDV 41160

ANTH 41100. Ethnography of Europe. 100 Units.

This seminar breaks with the tradition of considering Eastern and Western Europe in different courses and with different theoretical questions. Instead we will start with the political and scholarly division of Europe itself as our first conceptual issue, asking how the division was recast by the Cold War and now recast again in light of the Maastricht Treaty and 1989. Interactions and social processes that cross this divide will provide the objects for analysis in the course. We will also consider how any single phenomenon -- e.g. migration or tourism -- is understood in divergent ways depending on the symbolic geography that is assumed by the investigator. Our task will be to analyze the connections between such different conceptualizations, and between sociocultural processes in different corners of the continent. The topics to be taken up include: nationalisms and citizenships; the morality of capitalism; bureaucracy; regionalism and new forms of sovereignty; politics of sex and reproduction; utopias and dystopias -- the fate of state socialism; tourism and xenophobia; comparative mafias; memory, nostalgia and revivals. Students will be asked to lead discussions of topics of their choice and/or to present works-in-progress that analyze one or more of these issues.

Instructor(s): S. Gal

ANTH 41200. Anthropology of History. 100 Units.

Anthropologists have long been concerned with the temporal dimension of human culture and sociality, but, until fairly recently (and with significant exceptions), have rarely gone beyond processual modeling. This has dramatically changed. Anthropologists have played a prominent role in the so-called "historic turn in the social sciences", acknowledging and theorizing the historical subjectivities and historical agency of the ethnographic "other", but also problematizing the historicity of the ethnographic endeavor itself. The last decades have not only seen a proliferation of empirically rich and theoretically sophisticated historical ethnographies, but also a decisive move towards ethnographies of the historical imagination. Taking its point of departure from a concise introduction to the genealogy of the trope of "historicity" in anthropological discourse, this course aims to explore the possibilities of an anthropology of historical consciousness, discourse and praxis -- i.e. the ways in which human groups select, represent, give meaning to, and strategically manipulate constructions of the past. In this, our discussion will not just focus on non-western forms of historical knowledge, but include the analysis of western disciplined historiography as a culturally and historically specific form of promulgating conceptions of the past and its relation to the present.

Instructor(s): S. Palmié

ANTH 41810. Signs and the State. 100 Units.

Relations of communication, as well as coercion, are central though less visible in Weber's famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, "the" internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial "new nations").

Instructor(s): J. Kelly Terms Offered: Possibly Spring

Equivalent Course(s): ANTH 22710

ANTH 41900. Crowds and Publics. 100 Units.

The figure of the unruly crowd, anxiously invoked by social theorists from the late nineteenth century to the mid-twentieth century, was the dystopian alter ego of democratic mass society. Conversely, the figure of the rational mass public, invoked as an ideal from the middle of the twentieth century onwards, relies upon a demonization of the affectively volatile crowd. Oddly, given that they are so intimately related, the two figures of the crowd and the public are rarely explicitly theorized together. This seminar, moving from the early crowd psychology of Le Bon through to contemporary critiques of Habermas, offers an opportunity to redress this lacuna in two ways. On the one hand, we will explore the relationship between affectivity and politics in a wide range of writings. On the other, we will consider the historical relation between theory and social change during a period that stretches from the dawning of mass publicity through the heyday of fascism and on to the diversified terrain of contemporary identity politics. Students will be responsible for classroom presentations as well as a term paper based on the readings.

Instructor(s): W. Mazzarella

ANTH 41901. The Crowd. 100 Units.

At the end of the nineteenth century, the figure of the unruly, affect-laden crowd appeared as both the volatile foundation and the dystopian alter ego of the democratic mass society. By the middle of the twentieth century, following the traumatic excesses of communism and fascism in Europe, the crowd largely disappeared from polite sociological analysis – to be replaced by its serene counterpart, the communicatively rational public. At the turn of the twenty-first century, however, the previously demonized crowd has unexpectedly returned, now in the valorized guise of 'the multitude' – in part as a result of a growing sense of the exhaustion of the categories of mainstream liberal politics. This seminar tracks the trajectory of the crowd, from mass to multitude, through a series of classic readings and recent interventions. Students will be responsible for classroom presentations as well as a term paper based on the readings.

Instructor(s): W. Mazzarella

ANTH 42500. Anthropology of the Afro-Atlantic World. 100 Units.

Although originally pioneered, more than three generations ago, by scholars and critics such as C.L.R. James, Eric Williams, W.E.B. DuBois, or Walter Rodney, conceptions of an "Atlantic World" have only recently come to prominence in Anthropology. In the past decade, however, students of Africa and the Americas have increasingly begun to phrase their inquiries in terms transcending entrenched geographical divisions of labor within the social sciences, aiming to include Africa, the Americas, and, to a certain extent, Europe into a single analytic field. Parts of this course will be devoted to a concise introduction to some of the major theoretical positions within, and controversies surrounding the new "Atlantic" anthropology of Africa and its New World diasporas. After this, we will examine a number of recent monographs and/or major articles exemplifying the promises and pitfalls of theoretical conceptions and methodological procedures that attempt to go beyond mere transregional comparison or linear historical narratives about "African influences", and aim at analytically situating specific ethnographic or historical scenarios within integrated perspectives on an "Afro-Atlantic World".

Instructor(s): S. Palmié.

ANTH 42600. Cultural Politics of Contemporary India. 100 Units.

Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.

Instructor(s): W. Mazzarella Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 25500,SALC 20900,SALC 30900

ANTH 42900. Performance and Politics in India. 100 Units.

This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.

Instructor(s): W. T. S. Mazzarella Terms Offered: Not offered 2012-13; will be offered 2013-14

ANTH 43505. Postsocial Society. 100 Units.

What do we mean by the notion "postsocial?" Which processes and developments feed into and sustain a postsocial world? Can these developments be related to a knowledge society, a global society and perhaps a postmodern and transhuman society? Do some of these tendencies affect our notions of agency, meaning, and identity? Issues such as the following are considered: relationships with non-human objects; the impact of technologies on social relations; transhuman arguments; neurosociological and neurophysiological research that has implications for the understanding of human agency and our notion of social action; and arguments that call for a redefinition of core concepts of sociology like that of the face-to-face situation. The course includes theoretical arguments as well as empirical research.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Prerequisite(s): Open to advanced undergraduates

Equivalent Course(s): SOCI 40186

ANTH 43700. Weber, Veblen and Genealogies of Global Capitalism. 100 Units.

Two intellectual traditions have dominated discussion of the history of capitalism: classical to neo-classical economics, and Marxism. This course searches for other possibilities. It focuses on critical comparative reading of Thorstein Veblen's theory of the late modern "new order" and Max Weber's comparative sociology, but will also read widely among other authors, including Simmel, Sombart, Mahan, Tolstoy and Gandhi. Questions to engage will include: relations between capital, the state, and military force (between means of production and means of coercion); commerce in Asia before European colonialism and the rise of colonial plantations and monopoly trading companies; types of capital, the rise and spread of joint-stock companies, stock markets, and capitalist corporations; the "new order," decolonization and the nation-state.

Instructor(s): J. Kelly

ANTH 43715. Self-Determination: Theory and Reality. 100 Units.

From the Versailles Conference (1919) through the Bandung Conference (1955) and beyond, global politics has been reorganized by efforts to implement and sustain political sovereignty on the basis of national self-determination. This course examines the theories informing this American-led plan and its real consequences, with attention to India, Algeria, Indo-China, New Zealand, Fiji, and Hawaii.

Dilemmas in decolonization, partitions, the consequences of the cold war, and the theory and practice of counterinsurgency are discussed together with unintended consequences of the plan in practice, especially the rise of political armies, NGOs, and diaspora.

Instructor(s): J. Kelly Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 23715

ANTH 43720. Weber, Bakhtin, Benjamin. 100 Units.

Ideal types? The iron cage? Captured speech? No alibis? Dialectical Images? Charismatic authority? Heteroglossia? Modes of Domination? Seizing the flash? Finished, monological utterances? Conditions of possibility? Strait gates through time? Weber, Bakhtin, and Benjamin provide insights and analytical tools of unsurpassed power. Scholars who use them best have faced and made key decisions about social ontology and social science epistemology, decisions that follow from specific, radical propositions about society and social science made by these theorists and others they engage, starting at least from Immanuel Kant. This course is designed for any student who wants to more clearly understand the arguments of Weber, Bakhtin, and Benjamin, and to understand more broadly the remarkable trajectories of German social theory after Kant. It is designed especially for anyone hoping to use some of their conceptions well in new research. (Yes, Bakhtin is Russian, and cultural theory in Russia and the U.S. too will come up.) Fair warning: this course focuses on four roads out of Kant's liberal apriorism (including culture theory from Herder to Boas and Benedict, as well as Benjamin and the dialectical tradition, Bakhtin's dialogism, and Weber's historical realism). We will spend less time on good examples of current use of Weber's, Bakhtin's, and Benjamin's ideas than on the writings of Weber, Bakhtin, and Benjamin themselves, and their predecessors and interlocutors (including Herder, Hegel, Clausewitz, Marx, Ihering, and Simmel). The premise of the course is that you will do more in your own research with a roadmap than with templates.

Instructor(s): J. Kelly Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 22715

ANTH 43800. Approaches to Gender in Anthropology. 100 Units.

This course examines gender as a cultural category in anthropological theory, as well as in everyday life. After reviewing the historical sources of the current concern with women, gender, and sexuality in anthropology and the other social sciences, we critically explore some key controversies (e.g., the relationship between production and reproduction in different sociocultural orders; the links between "public" and "private" in current theories of politics; and the construction of sexualities, nationalities, and citizenship in a globalizing world).

Instructor(s): S. Gal Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 25200,GNDR 25201,GNDR 43800

ANTH 43805. Nature/Culture. 100 Units.

Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders).

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 23805,CHSS 32805,HIPS 26203

ANTH 44700. Specters of Marx: Matter, Mind, Method. 100 Units.

In this seminar, we will interrogate a certain number of Marxist perspectives, and examine how/whether they can help to shed light on the relationship between ideas, material expressions, and social analysis in a post-Marxist world. While many post-mortems have been sung for Marxism, and many allegations of bankruptcy declared, there is often limited or distant engagement with the core texts from which this critique departs. Moreover, recent critical homage, such as Jacques Derridas /Specters of Marx/, seems to suggest that the force of Marx's spirit lives on not as timeless doctrine, to be sure, but as recombinant traces, orientations, and possibilities embedded in the work of writers influenced by his thought. Without losing sight of the historical logics of capitalism and the state, we will focus on key texts in the Marxist intellectual tradition as they relate to issues of mind, matter, and method. Starting with Marx himself, the seminar will unfold in roughly chronological and thematic progression to track how his seminal ideas have been amplified, transformed, or undermined by later generations of social theorists (Lukács, Gramsci, Adorno, Benjamin, Althusser, Debord, Lefèbvre, Ollman, Sayer, Derrida, Jameson, Eagleton, Zizek). In the process, we will critically reflect on Marxist engagements with ideas of culture, space, time, history, ideology, hegemony, modernity, and politics, to name but a few.

Each of these topics could easily be the focus of a whole course. In this light, the seminar hopes to offer an introduction to ideas and concepts, while striving for depth of analysis. This being said, a modicum of familiarity with the broad horizon of Marxist thinking (e.g. labor, relations of production, commodity, fetishism, value, consciousness, alienation, etc.) will be useful and is strongly recommended.

Instructor(s): F. Richard

ANTH 45300. Modern Readings in Anthropology: Explorations in Oral Narrative (The Folktale) 100 Units.

This course studies the role of storytelling and narrativity in society and culture. Among these are a comparison of folktale traditions, the shift from oral to literate traditions and the impact of writing, the principal schools of analysis of narrative structure and function, and the place of narrative in the disciplines (i.e., law, psychoanalysis, politics, history, philosophy, anthropology).

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

Equivalent Course(s): ANTH 21305, HCUL 45300

ANTH 45405. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course addresses these differences and core dimensions of economic sociology. This course provides an overview over social and cultural variables and patterns that play a role in economic behaviour and specifically in financial markets. We draw on the 'New Economic Sociology' which emerged in the late 70's and early 80's from the work of Harrison White, Marc Granovetter, Viviana Zelizer, Wayne Baker and others. We also draw on recent analysis of the relationship between knowledge, technology and economic and financial institutions and behaviour, and include an emerging body of literature on the financial crisis of 2008-09. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.

Instructor(s): K. Knorr Cetina Terms Offered: Winter

Note(s): Open to advanced undergraduates

Equivalent Course(s): SOCI 40172

ANTH 45600. When Cultures Collide: The Multicultural Challenge in Liberal Democracy. 100 Units.

Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.

Instructor(s): R. Shweder Terms Offered: Winter 2014

Equivalent Course(s): PSYC 45300, HMRT 35600, GNDR 45600, CHDV 45600

ANTH 45615. Displaced nations and the politics of belonging. 100 Units.

While immigration has given rise to cultural hybridity and cosmopolitan forms of belonging, it has also produced diasporic nations and long-distance nationalisms that strive to maintain relationships with real or imagined homelands. This seminar examines what it means to belong to a nation that is not coterminous with a territorial state. It explores both the impact of diasporic nation-making on immigrant subjectivities and on the cultural politics of belonging in receiving states. How, for instance, does deterritorialized nation-making implicate immigrant bodies, histories, and subjectivities? How is the traditionally ethnos-based diasporic nation reconceptualised by considering intersecting queer solidarities or religious nationalisms? How does deterritorialized nation-making complicate ideologies of citizenship and belonging, and how do immigrant-receiving states manage these complications? To explore these issues, we will draw on ethnographic monographs and multidisciplinary theoretical perspectives that critically examine the concepts of the nation, nationalism, deterritorialized nationalism, and citizenship, as they implicate history and memory, the body, sexual and religious solidarities, and multiculturalism. (3)

Instructor(s): G. Embuldeniya Terms Offered: Spring 2013

Equivalent Course(s): CHDV 48415

ANTH 46020. Archaeology of Modernity. 100 Units.

This course covers the development, themes, practices, and problems of the archaeology of the modern era (post 1450 AD), or what in North America is better known as the subfield of "historical archaeology." Texts and discussions address topics such as the archaeology of colonialism, capitalism, industrialization, and mass consumption. Case studies from plantation archaeology, urban archaeology, and international contexts anchor the discussion, as does a consideration of interdisciplinary methods using texts, artifacts, and oral history. Our goal is to understand the historical trajectory of this peculiar archaeological practice, as well as its contemporary horizon. The overarching question framing the course is: what is modernity and what can archaeology contribute to our understanding of it?

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

Equivalent Course(s): ANTH 26020

ANTH 46505. Non-Industrial Agriculture. 100 Units.

Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.

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

Equivalent Course(s): ANTH 26505, ENST 26505

ANTH 46700. Colonial Landscapes. 100 Units Units.

This seminar will explore the ways in which both conscious strategies and practices of colonial control and the unintended effects of colonial encounters have altered the built environment which structures lived experience of the colonial situation for both alien agents and indigenous peoples. At the same time, it will seek to discern the ways in which the conjuncture of differing perceptions of the landscape have affected the experience of colonial encounters and transformations of identity.

The seminar is especially concerned to explore possibilities for the archaeological investigation of ancient colonial landscapes; and the ancient Western Mediterranean will serve as a primary empirical focus against which general theoretical constructs and research strategies will be evaluated. Topics include the cultural economy of place and space; the built environment, habitus and social practice; monumentality, memory and ritual; networks of communication; cadasters and the agrarian landscape; and landscape and the inscription and contestation of colonial hegemony.

Instructor(s): M. Dietler

ANTH 46800. Ethnoarchaeology and Material Culture. 100 Units.

This seminar explores the theoretical contributions and research methods of the still developing hybrid subfield of anthropology designed to aid archaeological interpretation by undertaking ethnographic research emphasizing the social understanding of material culture. It also attempts to show the potential ethnoarchaeological research to provide a privileged site of conjuncture between the interests of archaeology and cultural anthropology. The course will proceed primarily by means of a close critical examination of selected ethnoarchaeological case studies and readings in material culture theory. The goals of the course include developing: (1) an appreciation of the range of theoretical approaches being applied to the study of material culture and their relative utility for archaeological interpretation, (2) an understanding of the special problems raised by the process of archaeological interpretation and the nature of archaeological data, and (3) a critically astute competence in evaluating, designing, and executing the techniques and research strategies of ethnoarchaeological fieldwork.

Instructor(s): M Dietler

ANTH 46820. Social Life of Things (And Beyond): Objects, People, Value. 100 Units.

Twenty years ago, Arjun Appadurai published a seminal collection on *The Social Life of Things*, marking a watershed in anthropological understandings of consumption, circulation, and production, and the role of objects in mediating between cultural sensibilities and economic flows. This work has stimulated a wealth of interest in materiality, and over the years, research has sought to expand the insights of Appadurai's collection to shed greater light on the relationship between mind, matter, and subjectivity. Drawing on these recent developments, this course aims to explore the material dimensions of cultural life and cultural production. As we engage with contemporary and classic writings in cultural anthropology, archaeology, philosophy, and social theory, we will grapple with several key issues: the boundaries between objects and subjects; the agency of persons and things; the relationship between objects and meaning, between experience and imagination; and the production of sociality in the actions/transactions linking people to their material world. The question of value is crucially implicated in these processes, and will require particular attention. And because material transactions are embedded in overlapping fields of power and politics, we will remain attentive to the ways in which objects make/mark/transgress difference, inequalities, and social boundaries. While we will discuss theories of materiality *per se*, our focus will rest mostly in theorizing how things *work* in and through concrete social and historical contexts. In this light, ethnographic studies will provide precious resources in helping us outline the logics, terrains, and lineaments of material and cultural production. Indeed, a central goal of this course is to examine how we can mobilize ethnographic insights on object worlds to reframe or expand archaeological inquiries and possibilities, and how, in turn, archaeological imaginations may help to enhance anthropological understandings of materiality.

Instructor(s): F. Richard

ANTH 47615. Citationality and Performativity. 100 Units.

This class explores the concept of citationality—the (meta)semiotic form and quality of reflexive interdiscursive practices—and its relationship to various social forms and formations. Particular focus is given to the citational form of performativity and the performativity of citational acts. In the first part of the class we explore issues of reflexivity and (meta)semiosis through Charles Sanders Peirce’s semiotic and its reformulation by linguistic anthropology. We then turn to J. L. Austin’s discussion of performativity, Jacques Derrida’s critique of speech act theory, and Judith Butler’s reading of Derrida. The second part of the class explores various forms of citationality, including reported speech; gender performativity; forms of negation and disavowal; mimicry, passing, and pretending; mockery and parody; and commodity and brand fetishes.

Instructor(s): C. Nakassis

ANTH 47900. Romani Language and Linguistics. 100 Units.

This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): LGLN 27800, ANTH 27700, EEUR 21000, EEUR 31000, LGLN 37800

ANTH 48210. Colonial Ecologies. 100 Units.

This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.

Instructor(s): M. Lycett, K. Morrison Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 28210, ENST 28210

ANTH 48400. Fieldwork in the Archives. 100 Units.

This is a methods seminar designed for both archaeology and sociocultural graduate students interested in, or already working with, archival materials and original texts. The goal of the course is to develop a tool-kit of epistemological questions and methodological approaches that can aid in understanding how archives are formed, the purposes they serve, their relation to the culture and topic under study, as well as how to search archives effectively and read documents critically. We will survey different types of documents and archives often encountered in fieldwork, and sample approaches taken by historians, anthropologists, and archaeologists from contexts as diverse as the ancient Near East to 1970's Cuba. This seminar will also be driven by the problems and examples that students bring to the discussion. A major outcome will be a research paper that uses original documents from the student's own fieldwork or from locally available archive sources identified during the course.

Instructor(s): S. Dawdy

ANTH 50500. Commodity Aesthetics: Critical Encounters. 100 Units.

Walter Benjamin and Theodor Adorno's classic writings on the relationship between cultural production, capitalism and aesthetic experience, value and embodiment are back on the anthropological agenda. Why should this be the case? What relevance does the cultural critique of the Frankfurt School hold for contemporary ethnographic projects? Although this seminar in a sense hinges on the work of Benjamin and Adorno, it is above all an attempt to locate the questions they asked in relation to a longer philosophical genealogy: broadly, German critical responses to capitalist modernity and its particular claims on the senses. Readings will include excerpts from key texts by Kant, Hegel, Marx, Lukacs, Weber, Simmel, Balasz, Kracauer, Adorno, and Benjamin.

Instructor(s): W. Mazzarella

ANTH 50501. Žižek. 100 Units.

Academic stand-up? Intellectual rock star? Slavoj Žižek's frenetic, eclectic style has often led the theoretical and political seriousness of his project to be eclipsed by his celebrity. Through a series of readings from his most substantial works, this seminar explores the originality of Žižek's attempt (in a poststructuralist, post-socialist world) to bring Lacanian psychoanalysis into conversation with the Kant-Hegel-Marx lineage of theorizing modernity.

Instructor(s): W. Mazzarella

ANTH 50700. Seminar: Biopower. 100 Units.

The politics of life in modernity has come to occupy center stage in the human sciences. Studies of modern techniques of governmentality, the naturalizations of transnational neoliberalism, the medicalization of social and historical experience, and the growing hegemony of an interventionist bioscience offer some of the most interesting and challenging models for a contemporary and cosmopolitan anthropology. This seminar will read a number of recent studies in anthropology, science studies, and critical social theory in an effort to better grasp the centrality of the life sciences and biotechnology in modern and contemporary arrangements of power. We will presume that most students will have already read the germinal writings of Georges Canguilhem (*The Normal and the Pathological*), Michel Foucault (*The Birth of the Clinic, Madness and Civilization, Discipline and Punish, "Governmentality"*), and Giorgio Agamben (*Homo Sacer*). These works will not be assigned. (Students who have not read this work are also welcome to enroll, of course.) The materials assigned for the course will first address broad social-theoretical concerns with life and modernist forms of power, then turn to some powerfully analyzed ethnographies of medicine and other institutions that govern life. The third part of the course will turn to science studies and some methodologically innovative approaches to the ethnography of power/knowledge in the "contemporary" moment.

Instructor(s): J. Farquhar

ANTH 50705. Capital and Biocapital. 100 Units.

This course will explore some recent work on the political economy of the life sciences, exploring what myself and others have called biocapital. But it will do so through a reading of Marx. It will, therefore, be a course in two parts. The first half of the course will involve reading sections of the later Marx (probably some combination of *The Grundrisse* and *Capital*). The second half will involve reading various contemporary works on biocapital, in what Stefan Helmreich has referred to as "Weberian-Marxist" and "Marxist-feminist" veins.

Instructor(s): K. Sunder Rajan

ANTH 50720. Knowledge/Value: Life Sciences and Information Sciences. 100 Units.

Instructor(s): K. Sunder Rajan

ANTH 51305. Illness and Subjectivity. 100 Units.

While anthropology and other social sciences have long explored the social and cultural shaping of the self and personhood, many scholars have recently employed the rubric of “subjectivity” to articulate the links between collective phenomena and the subjective lives of individuals. This graduate seminar will examine “subjectivity” – and related concepts – focusing on topics where such ideas have been particularly fruitful: illness, pathology and suffering. We will critically examine the terms “self,” “personhood” and “subjectivity” – and their relationship to one another. Additional literatures and topics covered may include: illness and narrative; healing and the self; personhood and new medical technologies. (3, 4*)
 Instructor(s): E. Raikhel Terms Offered: Spring

Note(s): Graduate students only.

Equivalent Course(s): CHDV 43302

ANTH 51920. Enigma of the Network. 100 Units.

So much has been written about networks, especially since the advent of the Internet, that it is difficult to know how and where to begin specifying the term. Responding to these circumstances, Bruno Latour writes that “the word network is so ambiguous that we should have abandoned it long ago.” Far from abandoning it we have embraced it, and with such vigor that everything and everyone seems to be part of a network. This has rendered the network even more indeterminate while amplifying the enigma of its putatively positive and negative capacities. Some current notions of the network suggest that it is the contemporary fundamental social form, others specify it as a cooperative arrangement of human and non-human actors dispersed in space and time and enabled through electronic communication technologies. The network has come to be an organizational imperative, a paradigm of emergence, and an inherent emergent paradigm. This course will explore several different iterations of the network through close readings of texts that celebrate, critique, expand, and think the network. Special attention will be paid to neo-materialist conceptions of the network that problematize its representational register.

Instructor(s): M. Fisch

ANTH 52100. Seminar: Anthropologies of Body and Experience. 100 Units.

Classically in sociocultural anthropology bodies occupied a default position that could be safely left to the biological sciences. Since the 1980s, however, the combined influence of Foucault, phenomenology, feminism, and medical anthropology has made bodies ("the body," embodiment, bodiliness) a topic in new ways. Once the life of the body has been made an issue for anthropology, many other areas of interest are somewhat recast: consciousness, materialism, subjectivity, agency, discipline, everyday life, practice, and experience all come into play in new ways. No one seminar could accommodate even the majority of work claiming to elucidate these newly framed topics. This course will narrow the field by considering embodiment together with the vexed theoretical and empirical question of experience. Readings (and a few films) will fall into the following broad categories: phenomenology and the critique of phenomenology; representations and their consumption; materialist methods in the interpretation of culture; sexuality and the Freudian body; non-Western theories of bodies and experience; virtual bodies and the senses; bodies (in)visible in ethnography and history.

Instructor(s): J. Farquhar

ANTH 52700. The Anthropology of Security. 100 Units.

One of the foundational concepts of international order is the notion of security. Though this category is rarely defined in practice, it is the basis for war and peace, for the internal management of populations within states, as well as a rhetorical structure that is increasingly used to mobilize resources (economic, military, and ideological). This seminar interrogates the concept of security through the theoretical literature informing state concepts of security, through ethnographic studies of insecurity, and particularly, through an analysis of U.S. power in the post-Cold War period.

Instructor(s): J. Masco

ANTH 52710. Publics, Privates, Secrets. 100 Units.

George Simmel once wrote that secrecy was "one of the greatest achievements of humanity" because it added complexity to social life, making every social encounter a complex negotiation over concealment or revelation. This course explores the critical theory of secrecy, and its others -- the public and the private. We will assess how the deployment or withholding of knowledge is constitutive of experiences of self, social life, and state power.

Instructor(s): J. Masco

ANTH 52715. Anticipatory Knowledge. 100 Units.

Prognosis, prediction, forecasting, risk, threat – we live at a time of proliferating expert anticipatory futures. This seminar explores how the future is brought into the present as a means of establishing new modes of governance. It focuses on the historical evolution of expert regimes from closed world systems to emerging forms, tracking how notions of danger (marked as crisis, disaster, and catastrophe) index and invade the present. The seminar approaches expert futurism as a vehicle for thinking through complex systems, ethics and knowledge production, and the role of the imaginary in security institutions (crossing techno-scientific, military, financial, environmental, and health domains).

Instructor(s): J. Masco

ANTH 53320. Urban Emergence. 100 Units.

This course considers the aesthetics, politics, economies, and lived experiences that materialize in relation with thinking the city as a paradigm of emergence and/or an emergent paradigm. As such, it is concerned with the city as a site of generative tension between sedimented practices and nascent phenomena, top-down planning and self-organization, and spatialized morality and temporal becomings. In traversing these themes, it attends to the city as an object, process, and site of reflective theorization. The approach will be both historical and comparative, guided by urban social theory and ethnographic engagements that highlight the sociocultural irreducibility of specific urban conditions, experiences, and questions. Special attention will be given to questions of urban experience and theory vis-à-vis the effects of mass mediation, governmentality, infrastructure, architecture, affective and sensorial registers. This is a graduate seminar but open to undergraduates by permission from the instructor.

Instructor(s): M. Fisch

ANTH 53815. Public Affect. 100 Units.

Affect is everywhere in cultural theory today, and public life is supposedly more affective than it ever was before. Affect represents freedom from the prison-house of reason. Affect represents enslavement to sentiment and passion. Affect is emotion. Affect is not emotion, but rather something more corporeal. Affect is intuitive. Affect is deliberate. Affect is transcendent. Affect is socially and historically mediated. How can we begin to grasp this ubiquitous yet enigmatic concept? In this advanced graduate seminar, we will engage with a series of texts that seek, in very different ways, to mobilize affect as a category of social analysis. A continuous conceptual thread will be a consideration of how a notion of affect might serve to mediate between dialectical and immanentist critical traditions.

Instructor(s): W. Mazarella

ANTH 53820. Mediation, Modernities and Beyond in Japan. 100 Units.

This seminar engages questions surrounding technological mediation and modernity through the particular socio-historical circumstances of Japan. Our focus will be on the relation in modernity between media and new social forms, representation, experiences and subjectivities. We will explore how contemporary emergent forms of technological media challenge some of the dominant theoretical assumptions that have guided discussions concerning the impact of technological media in the twentieth century. Ultimately, our goal will be to imagine new approaches to contemporary Japan as well as other sites of dense technological mediation. While our overall focus will be on Japan, the readings and discussions will speak across geopolitical boundaries.

Instructor(s): M. Fisch

ANTH 53825. The Anthropology of Sound. 100 Units.

This course is an intensive reading seminar surveying some key works and debates relevant to the anthropological study of sound and sensibility. Students will examine the relation of sound to “modern” modes of reasoning, sentiment and historical consciousness, space and place, the ethics of listening, mechanical reproduction, infrastructure, the phenomenology and politics of voice and silence, the “problem” of noise and the weaponization of sound technologies. The class will involve active listening exercises and an audio production assignment. Readings will include Feld, Schaefer, Corbin, Sterne, Adorno, Kittler, Derrida, Barthes, Hirschkind, Cage, Attali.

Instructor(s): J. Chu

ANTH 53900. Modern China: Anthropological and Historical Studies. 100 Units.

This graduate seminar will cover a range of recent studies of (mostly) 20th century China. Though one goal of the course is simply to digest and evaluate the best recent social, cultural and political reporting on Chinese modernities, another goal is to consider questions of method in anthropology and history in the wake of area studies eclecticism. For those not planning to do research in East Asia these readings could serve as a useful case study of theory and method after area studies. Ethnographies will include books by Anagnost, Farquhar, Litzinger, Liu, Rofel, Scheid, Schein, and Yan as well as a number of articles. Historical studies will focus on cultural histories, including some that examine early sources of Chinese traditions (e.g. Kuriyama, Jullien). Because literary and media studies have been influential in Chinese studies, some works in these fields will be covered as well.

Instructor(s): F. Farquhar

ANTH 54400. Paradoxes of Race. 100 Units.

Notionally grounded in nature, race has a history. We know that racializing discourses and practices are distinctly modern phenomena, intellectually postdating, rather than informing enlightenment ideas about the biological origins of human variation, yet simultaneously growing out of the practical exigencies of the establishment of European domination in colonial scenarios. The historical “artificiality” and ethnographic variability of contemporary projections of embodied racial otherness notwithstanding, ideologies of “race” inform not just patterns of everyday sociality and conflict, but become enshrined in legal and scientific (e.g. medical) policies often explicitly geared towards anti-racist goals. This course examines racializing ideas and practices in several historical and contemporary social and cultural contexts not only with a view towards establishing a genealogy of conceptions of racial difference, but in order to develop a perspective on how to disrupt the social routinization and effectiveness of race as both a discriminatory technos, and a template for self-making.

Instructor(s): S. Palmié.

ANTH 54410. Hybridity. 100 Units.

Ever since the late 1980s when James Clifford discovered that the “pure products” had “gone crazy”, and Ulf Hannerz alerted us to the fact that the “world” was “in creolization”, notions of “hybridity” and “hybridization” (and their various conceptual relatives such as *mestizaje*, creolization, syncretism, and so forth) have enjoyed increasing currency in our discipline. Often seen as the results of globalization-induced and medially accelerated Hyperdiffusionism, “hybrids”, it seems, are the ubiquitous sign of a postmodern denouement of both “cultures” as “we knew them” (once, when we were “modern”), and the antidote to older anthropological reifications. How ironic then that while the “hybrid” obviously gestures toward what Marilyn Strathern has called “post-plural” conceptions of culture, the languages that are supposed to make it analytically visible often hearken back to the vocabularies of regimes of “breeding” (“hybrid” or “creole”), religious orthodoxies (“syncretism”), systems of racial exclusion and domination (“*mestizaje*”), or other institutional mechanisms and practices that reproduce and police categorical boundaries – often in order to stabilize particular distributions of power and privilege. This experimental course aims less to scrutinize the analytical utility of the conceptual language these terms appear to put at our disposal, than to probe into the epistemological conditions and taxonomic politics that make “the hybrid” thinkable in the first place, and seemingly “good to think” at the current moment. The central question it poses is: how do we know that something is “hybrid” (or not)? After a very brief initial survey of contemporary “hybridology” and the forms of analysis it seeks to supersede, we will take our departure from Bruno Latour’s suggestion that “hybrids” are the inevitable products of practices of categorical “purification”. In line with this, we will examine the politics of classificatory discernment, recognition, and naturalization that are productive of both the “purities” and the “hybrids” that appear to stand out, and even ostensibly militate, against them. After a foray into taxonomics and “natural kind” philosophy, we will discuss an array of case studies concerning the maintenance of classificatory infrastructures and categorical boundaries in regard to species, sex, language, race, and distinctions between humans and animals, nature and society, persons and things, and life and death. My hunch is that we might conclude that contemporary “hybridity”-talk is epistemologically problematic and politically troubling because far from destabilizing normalized categorical schemes, it necessarily reinforces precisely those distinctions that make “hybrid anomalies” visible in the first place. However, I remain entirely open to be convinced of the merits of hybridity (or rather: conceptualizations of it that I have, so far, failed to take into account).

Instructor(s): S. Palmié

ANTH 54800. Uncanny Modernities. 100 Units.

This seminar examines the concept of the "uncanny" as an ethnographic topic. Pursuing the linkages between perception, trauma, and historical memory, this course asks if the modern state form necessarily produces the uncanny as a social effect. We explore this theme through works of Freud, Lacan, Derrida, Benjamin, and Foucault, as well as recent ethnographies that privilege the uncanny in their social analysis.

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 24800

ANTH 54820. Post-Nature. 100 Units.

This graduate seminar explores recent work at the intersection of science studies, anthropology, and political ecology exploring ecological endangerment. Considering the planetary effects of toxicity -- scaled from individual organisms and ecologies to broader issues of climate -- the class considers a natural world radically remade by industrial process. Readings will engage a wide range of current critical theory on the emerging politics of nature -- from endangerment to post-humanism to chemical dependencies to atmospheres. Ultimately, the course will consider the ethnographic terms and theoretical implications of living post-nature.

Instructor(s): J. Masco

ANTH 55400. Utopia. 100 Units.

Some claim that utopian thought was a casualty of the late twentieth century, and that we now live in a post-utopian age. This seminar calls this claim into question by exploring the various ways in which utopianism (and its dark twin, dystopianism) continue to structure our lives. We will ask what utopianism implies as social critique, as imaginary practice, and as political-cultural ideology. Departing from a series of classic utopian texts, we move into detailed engagements with Marxist utopias, modernist architectural utopias, anti-colonial utopias, totalitarian utopias, consumerist utopias and technological and/or virtual utopias.

Instructor(s): J. Masco, W. Mazzarella

ANTH 55400. Utopia. 100 Units.

Some claim that utopian thought was a casualty of the late twentieth century, and that we now live in a post-utopian age. This seminar calls this claim into question by exploring the various ways in which utopianism (and its dark twin, dystopianism) continue to structure our lives. We will ask what utopianism implies as social critique, as imaginary practice, and as political-cultural ideology. Departing from a series of classic utopian texts, we move into detailed engagements with Marxist utopias, modernist architectural utopias, anti-colonial utopias, totalitarian utopias, consumerist utopias and technological and/or virtual utopias.

Instructor(s): J. Masco, W. Mazzarella

ANTH 55605. Regulating Il/Licit Flows: State, Territoriality, Law. 100 Units.

This course examines how changing state practices, legal norms and technical innovations have variously shaped the flows of people, goods, capital and information within and beyond the “national order of things.” Drawing on anthropological theories and methods, we will explore both the historical genealogies and emergent forms of state sovereignty and territoriality and their relation to the production of “lawful” movements vis-à-vis illicit flows. The course is divided into two parts. Part I introduces students to anthropological approaches for analyzing the different spaces of state regulation (land, the seas, the market, checkpoints, refugee camps) while Part II focuses on the pragmatics and effects of law on the movement of various persons (citizens, refugees, migrants) and commodities (drugs, money, contraband).

Instructor(s): J. Chu

ANTH 56000. The Preindustrial City. 100 Units.

This seminar will be an intensive examination of the origins and structure of the preindustrial city, with an emphasis on social theories of the city that will take us into the spectrum of preindustrial/industrial/post-industrial cities. Lectures, discussions and participant presentations will be framed around an examination of theories of urban genesis, function, and meaning with special reference to the economic, sociological and ideological bases of city development. The seminar is broadly comparative in perspective and will consider the nature of the preindustrial city in a variety of regional and temporal contexts.. Although substantial emphasis will be placed on preindustrial urban formations and urban-rural relations, we will also touch upon issues relating to more recent historical and contemporary patterns of urbanism.

Instructor(s): A. Kolata

ANTH 56010. The City in History. 100 Units.

This seminar will be in intensive examination of the origins, structure and cultural experience of city life. Lectures, discussion and participant presentations will be framed around an examination of theories of urban genesis, function, and meaning with special reference to the economic, sociological and ideological bases of city development. The seminar is broadly comparative in perspective and will consider the nature of the city in a variety of regional and temporal contexts with an emphasis on social theories of the city that will take us into the spectrum of preindustrial/industrial/post-industrial cities. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.

Instructor(s): A. Kolata

ANTH 56200. The Human Environment: Ecological Anthropology and Anthropological Ecology. 100 Units.

This graduate seminar is framed around a critical intellectual history of Nature/Culture concepts from the 18th century to the present. We will explore multiple, contradictory strands of social thought regarding Human/Environment interactions, including the concepts of Descartes, Thoreau, Linnaeus, Darwin, and Spencer, as well as a broad range of contemporary analysts. We will be particularly engaged in exploring the tensions between dualistic and monadic conceptions of the Human/Environment relationship.

Instructor(s): A. Kolata

ANTH 56305. Time and Temporality. 100 Units.

How is time understood, experienced, and represented by different human societies? How are we to understand the social significance of ruins, heirlooms, origin stories, science fiction and millenarianism? How can we (re)construct past times? How do imagined futures structure practice? Does modernity represent a rent in the fabric of human time, as it so often claims? How do temporalities affect our research? We will explore these and other questions through a reading of philosophical, anthropological, and archaeological texts on time and temporality, drawing on sources as diverse as Heraclitus, Marx, Benjamin, Munn, Bradley, Koselleck, Gell, and Dietler. While the course may be of special interest to archaeologists and will emphasize how time is spatialized and materialized, the discussion and readings will be broad and interdisciplinary.

Instructor(s): S. Dawdy

ANTH 56500. The Archaeology of Colonialism. 100 Units.

This seminar is a comparative exploration of archaeological approaches to colonial encounters. It employs temporally and geographically diverse case studies from the archaeological and historical literature situated within a critical discussion of colonial and postcolonial theory. The course seeks to evaluate the potential contribution of archaeology both in providing a unique window of access to precapitalist forms of colonial interaction and imperial domination and in augmenting historical studies of the expansion of the European world-system. Methodological strategies, problems, and limitations are also explored.

Instructor(s): M. Dietler

ANTH 56515. The Underworld: Archaeology of Crime and Informal Economies. 100 Units.

Archaeology often claims to substantiate undocumented histories. In such a view, almost any kind of archaeology performs a type of forensics of informal social and economic processes. We will take an epistemological look at the most literal examples – archaeological interpretations of criminal acts and informal and/or illegal economic practices. Readings will span from classic foundations of economic anthropology and economic archaeology to the artifactual evidence used to interpret felicide, smuggling, prostitution, and contemporary war crimes. The central questions around which this student-led seminar will focus are: what are the evidentiary logics of archaeology?; what is at stake in parsing social and economic practices into ‘formal’ and ‘informal’ domains?; and what are the challenges and potentials of doing an archaeology of practices intended to leave no trace? Instructor(s): S. Dawdy

ANTH 57701. Linguistic Anthropology Seminar: Boundaries, Borders, Contacts: Processes of Differentiation. 100 Units.

The question of boundaries - - between languages, cultures, ethnic groups, institutions, disciplines, territories - - has been a central one in anthropological theorizing. Herderian assumptions equating supposedly grounded languages with territorially delimited culture (on the implicit model of nation-states) were foundational for the discipline. Noteworthy is the persistence of such terms as analysis despite repeated scholarly attacks on the notion of groundedness in language and culture, and attacks on the related assumption of homogeneity within supposed boundaries. We have recently witnessed yet another revival (and critique) of terms meant to recognize the regularity with which boundaries are breached: “hybridity,” “syncretism,” “creolization,” “crossings,” “borderlands,” “global/local,” and “frontiers.” This course examines critically the current use of such terms. The goal of the course is to survey and develop the semiotic, sociolinguistic and institutional processes - - for instance of differentiation, stereotypy, commensuration, and standardization - - that create and regiment cultural difference, and that are often simply glossed (and glossed over) when spatial metaphors are applied to culture, language and space itself. A focus on language ideologies and linguistic differentiation will be our conceptual starting point.

Instructor(s): S. Gal

ANTH 57710. Linguistic Anthropology Seminar: Translation and Textual Circulation: Communicative Aspects of Transnational Processes. 100 Units.

This seminar investigates communicative dimensions of globalization. How are movements of people, objects and texts mediated by semiotic processes and by linguistic practices. Some questions concern form: How are texts and text artifacts transformed in the process of moving across national spaces regimented by different standard languages? How does this movement change the national spaces? Is "movement" the apt characterization of this process, or rather imitation, citation, iteration? The political economy of literary and technical translation in this conventional sense is our starting point in the seminar. But denotational codes (named languages) are only one of the sites at which various transformations occur in the apparent movements of texts and practices. The goal of the seminar is to examine "translation" as also a pragmatic process, worked across systems of indexicality, across differently situated discursive formations. Ethnography itself has often been characterized as a discipline of translation in this sense. How and when are commensurabilities established not only between languages but among different registers and discourses (e.g. medical to legal to commonsense)? What social roles and institutions create and mediate commensurabilities or ruptures in specific ethnographic and political contexts? How can we study the nodes of control and conflict? Of censorship, stoppage and obstruction? More generally, what limits are imposed on cultural forms as the condition of their circulation across various types of institutions? How are cultural forms – texts, practices – made transportable and transposable? When are boundaries between cultural, ethnic, linguistic, social units created, contested or erased through such transposition. Starting with notions of entextualization, recontextualization, language ideology and interdiscursivity as developed in recent linguistic anthropology, the seminar aims to read critically across current ethnographic literature on topics such as: "cultural translation," "cultures of circulation," "publics," "translation studies," "trading zones," and "semiotics of global flows."

Instructor(s): S. Gal

ANTH 57715. Linguistic Anthropology Seminar: Narrative. 100 Units.

The goal is to find and analyze narratives in ethnographic materials: what counts as narratives, how they are (sometimes) institutionalized, their effects on social organizations and their implications for various cultural processes such as, for instance, memory and tradition, political conflict, career building, nation-making, regionalization, health-maintenance, among others. We will try various modes of narrative analysis to see how they work and why. In the first few weeks, we review some philosophical questions about time and its experience via linguistic/textual representations, then move to some literary and theory-of- history opinions/traditions, including the question of emergent story practices and their cultural categorizations. Most of the course will focus on recognizing and analyzing various genres or their fragments in fieldnotes and interviews, in interactions, mass media products and in the ethnographic accounts of others. Seminar participants will present their own field materials or critically read ethnographies focused on narratives (or ones that include such but do not highlight them) and discuss how storytelling-in-action and in interaction operates: e.g. how it might orient and align speakers and produce the textures of social life.

Instructor(s): S. Gal

ANTH 57718. Linguistic Anthropology Seminar: Politics of Translation: Circulations and Commensurations Across Social Domains. 100 Units.

Ethnography has long been considered the “translation” of cultures, but the process of translation has not often been closely examined in anthropology. Since the middle of the 20th century it has been problematized by philosophy of science, in which incommensurability between “paradigms” was thought to block translation across them, undermining the possibility of progress. Similarly, the politics of multiculturalism in many parts of the globe has revived Herderian notions of cultures as “monads” between which there is only miscommunication, apparently undermining the founding assumptions of liberalism. Cultural, ethical, epistemic and linguistic “relativity” were the labels for discussing such matters in earlier decades. Today, these concepts are increasingly problematic as anthropology engages with the ubiquitous facts of circulation: in addition to objects, materials and commodities, financial instruments, discourses, media, methods, theories, political movements, institutional arrangements all seem to “travel” across space-time, *seeming* to contradict assumptions of cultural incommensurability. This course asks: How (if at all) do cultural “objects” come to be measured by similar metrics (i.e. commensurated), and/or equated in meaning (i.e. translated) so that they are taken up, recognized, reanimated, imitated in diverse locations and thus seem to travel and circulate. We start with the hypothesis that there are semiotic processes and practices by which translation and commensuration are achieved, fought over, and/or rejected. What are they? Especially: How are the social worlds, “objects,” personae and sites of commensuration/translation themselves transformed by these processes. The strategy of the course is to start with practices of linguistic translation, as these are among the mediators of virtually all other commensuration processes. We explore how far linguistic and semiotic practices at language boundaries in specific sociohistorical and ideological circumstances can help illuminate other forms of commensuration and boundary work. What are the implications of these processes for the practice of anthropology?

Instructor(s): S. Gal

ANTH 58200. Material Culture and Consumption: Embodied Material Culture -- Food, Drink, and Drugs in History. 100 Units.

The Material Culture and Consumption seminar is designed to explore a series of current major research frontiers in the understanding of material culture. This domain of inquiry constitutes an exciting new convergence of interests among the fields of archaeology, cultural anthropology, history, and sociology; hence, the seminar seeks to explore the intersection of novel theoretical developments and empirical research among all these fields. The theme for this year's seminar is "Embodied Material Culture": that is, objects which are produced specifically for consumption by ingestion into the human body. Readings and discussion will center around works that grapple with the social and cultural understanding of food, alcohol, and drugs in ancient and modern contexts. Their close association with the body and the senses, as well as their nutritive and psychoactive properties, make these forms of material culture an especially salient, symbolically charged form of "social fact" and make the study of their consumption a particularly revealing key to social relations, cultural concepts, and articulations of the domestic and political economies.

Instructor(s): M. Dietler

ANTH 58510. Anthropology of Space/Place/Landscape. 100 Units.

Materiality has emerged as a fertile interest in anthropology and other social sciences. Within this broad conceptual umbrella, space, place, and landscape have become critical lenses for analyzing and interpreting people's engagement with their physical surroundings. Once an inert backdrop to social life, a mere epiphenomenon, the material world is now acknowledged as a generative medium and terrain of cultural production: at once socially produced and framing sociality, shaping and constraining human possibilities, both by and against design... This course concerns itself with these articulations: 1) the spatial production of social worlds, 2) its expressions in different cultural and historical settings, and 3) its trails of ambiguous effects. Drawing on several fields, anthropology and geography chiefly, but also art history, architecture, philosophy, and social theory, we will explore how the triad of space/place/landscape works on, in, and through different social worlds and its role in the making of social experience, perception, and imagination. We will also reflect on how spatial formations frequently elude the very social projects that have birthed them. The objective of the course is to provide you with a foundation in contemporary spatial thought, which can be creatively applied to questions of spatiality in your own research setting.

Instructor(s): F. Richard Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 28510

ANTH 58515. Style. 100 Units.

Style is a paradoxical concept that seemingly defies description and interpretation. It is shared and individual, timeless yet impossibly mutable. Style also inspires and limits, defining traditional and novel forms of human expression. This course considers how the different stakes of representation are worked through the analytic of style. Surveying theoretical perspectives across several disciplines – anthropology, art history, architecture, and technology studies - this course re-considers the conceptual basis of style and its applications to ethnographic and archaeological cases while attempting an exploration of its cognitive and affective dimensions.

Instructor(s): A. Yao

ANTH 58600. Social Theory of the City. 100 Units.

This graduate seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.

Instructor(s): A. Kolata

ANTH 58702. Archaeologies of Political Life. 100 Units.

This seminar examines how archaeologists have approached political life in the past forty years. Its aim is to question the categories through which political worlds are often studied (beginning with such unwieldy terms as 'states,' 'chiefdoms,' 'complexity,' etc.) and complicate analyses of politics in the past. Rather than relying on concepts that already predetermine the outcome of political functioning, we will read key texts in anthropology and political theory (on sovereignty, domination, legitimacy, political economy, governance, ideology, hegemony, subjectivity, anarchy) to dissect the foundations and operations of power, expose its cultural logics, and explore the processes behind the categories. Some of the questions that will guide our discussions include: How do politics work in both past and present? Through what channels and modalities? With what effects (anticipated or not)? And what role does the material world play in mediating these relations? Each week will pair theoretical readings with case-studies drawn from different parts of the world and from different moments in history. Through this seminar, students will gain familiarity with classic archaeological thinking on power and critical perspectives steering contemporary studies of past politics.

Instructor(s): F. Richard

Equivalent Course(s): ANTH 28702

ANTH 59500. Archaeology Laboratory Practicum. 100 Units.

This hands-on lab practicum course exposes students to various stages of artifact processing on a collection from a recently excavated site (e.g., washing, sorting, flotation, identification, data entry, analysis, report preparation, curation). The primary requirement is that students commit to a minimum of nine hours of lab work per week, with tasks assigned according to immediate project needs.

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

Prerequisite(s): Consent of instructor

Note(s): Undergraduates may take this course only once for credit.

Equivalent Course(s): ANTH 29500



ART HISTORY

PROGRAM OF STUDY

The study of art history encompasses the visual arts and material culture of a wide range of regions and historical periods. Art history courses develop students' skills in visual analysis, interpretation of images and texts, use of historical sources, and engagement with scholarly debates. Within the department, survey classes provide a chronological overview of an extended period in Western or non-Western art, while Art in Context courses focus on a particular artist or artists, medium or theme, artistic problem, movement, or period. Upper-level classes may be similarly focused but at a more advanced level, or may deal with theoretical questions. After taking an introduction to art historical methods in their third year, fourth-year students who are majoring in art history conduct independent research on a topic of their own devising, producing a BA paper with the guidance of a faculty member and a graduate preceptor. The major in art history thus introduces students to a variety of cultures and approaches while providing analytical skills to enable students to focus their attention productively on specific questions in the study of art. In combination with a broad general education, art history provides excellent preparation for professions as well as graduate school in art history and careers in the arts.

Nonmajors may take any 10000-level course to meet general education requirements or as an elective; ARTH 10100 Introduction to Art is designed specifically to introduce these students to skills in thinking and writing about art of different cultures and periods. Nonmajors may also take more advanced courses with the instructor's consent.

COURSES FOR NONMAJORS

ARTH 10100 Introduction to Art develops basic skills in the analysis and critical enjoyment of a wide range of visual materials. Issues and problems in the making, exhibition, and understanding of images and objects are explored through classroom discussion of key works, critical reading of fundamental texts, visits to local museums, and writing.

Survey Courses

- ARTH 14000 through 16999 - discuss major monuments of world art and architecture in the context of broad chronological and geographic categories and in relation to broad questions concerning the role art plays in individual, societal, and institutional settings.
- ARTH 14000 through 14999 - address Western art in Antiquity, the Middle Ages, and the Renaissance.
- ARTH 15000 through 15999 - address Western art from the early modern period to the present day.
- ARTH 16000 through 16999 - address the art of Africa, Asia, Latin America, and/or the Middle East.

Art in Context Courses

- ARTH 17000 through 18999 - introduce students to a well-defined issue, topic, or period of art in depth; at the same time, these courses explore issues of creativity, communication, and value in a series of concrete case studies.

Any of these 10000-level courses is an appropriate choice to meet the general education requirement in the dramatic, musical, and visual arts. None presuppose prior training in art.

Students who have taken at least one course in art history or studio art, or who have equivalent nonacademic experience, may elect to take an advanced lecture course, numbered from 20100 to 28999. The prerequisite is consent of instructor or any 10000-level course in art history or visual arts. The 20000-level art history courses investigate the arts of specific periods and places from a variety of perspectives. Some courses embrace large bodies of material defined by national culture; others follow developments in style, iconography, and patronage as they affect works in selected media.

PROGRAM REQUIREMENTS

The BA in art history is intended to furnish students with a broad knowledge of Western and non-Western art. It also provides an opportunity for the complementary, intensive study of an area of special interest. It is recommended for students who wish to develop their abilities in visual analysis and criticism; to acquire some sense of the major developments in the arts from ancient times to the present; and to understand the visual arts as aspects of social, cultural, and intellectual history. So conceived, the study of art is an element of a general, liberal arts education; the skills of analytical thinking, logical argument, and clear verbal expression necessary to the program are basic to most fields. Thus, the major in art history can be viewed as training for a wide range of professions. The program in art history also prepares interested students for advanced study at the graduate level and, eventually, for work in academia, museums, galleries, and other organizations.

GENERAL REQUIREMENTS FOR ART HISTORY MAJORS

1. Students register for an approved drama, music, ARTV, or Creative Writing course to meet the general education requirement in the dramatic, musical, and visual arts; art history majors may not use art history courses to meet general education requirements.
2. Students register for a total of four Survey Courses (see definition under Courses for Nonmajors above): one course at the 14000 level, one course at the 15000 level, one course at the 16000 level, and a fourth Survey Course of the student's choosing.
3. Art history majors take the department's two undergraduate seminars. In Winter Quarter of their third year, they register for the ARTH 29600 Junior Seminar: Doing Art History. Students who wish to study abroad during that quarter are strongly urged to enroll in ARTH 29600 Junior Seminar: Doing Art History in the Winter Quarter of their second year and must meet with the Director of Undergraduate Studies to discuss their program in the major before

they go abroad. In Autumn Quarter of their fourth year, they register for the BA paper writing seminar (ARTH 29800 Senior Seminar: Writing Workshop) (see following section).

4. Students in art history write at least two research papers that are ten to fifteen pages in length before starting their fourth year, typically in the context of 20000-level courses in art history. Alternatives include 40000-level graduate seminars, reading courses, or, more rarely, Art in Context courses. It is the student's responsibility to initiate arrangements with an instructor and obtain his or her signature on an approval form when the paper is completed. To obtain an approval form, visit arthistory.uchicago.edu/files/undergraduate-research-approval-form.pdf.

A research paper should address a topic chosen by the student in consultation with the instructor. The student should draw on scholarship and evidence to shape and support a thesis or argument of the student's own devising. Formal analyses of works of art and analytic papers on materials assembled for a class by the instructor do not qualify. However, students may ask the instructor to allow a substitution of a research paper or they may write a research paper in addition to basic course requirements.

5. Students develop a special field of interest (see below).
6. Within this field, students write a BA paper (see below).
7. Double Majors and the BA Thesis: Whether or not a single BA thesis can satisfy the requirements for a double major in art history and another program is decided by the department on a case by case basis. The criteria on which the decision is based include: A student who wishes to write a single BA thesis for a double major in Art History and another program must write a letter (a page) explaining his or her request for the department's approval. The letter should be addressed to the Director of Undergraduate Studies.
 - the degree to which the resulting thesis is likely to speak from and to art history, even as it necessarily speaks from and to another field;
 - the feasibility of the proposed advising arrangements for the proposed joint thesis; and
 - the department's estimation of the student's track record for independent work that bodes well for writing a successful thesis while navigating between two majors
8. Students may apply to transfer up to four courses in art history to fulfill their major requirements. Preference will be given to courses that fall into the survey course category or, in the case of students in Track II (see below), into the category of special field courses taken in disciplines/departments outside art history. Approval is required from the Director of Undergraduate Studies, who will review each course individually. Students who wish to receive credit in the major or minor for courses taken elsewhere should read carefully the following information. These guidelines apply not only to courses taught at other institutions and in study abroad programs but also to courses that are affiliated with the University but not taught by University faculty. Students should meet with the Director of Undergraduate Studies well in advance

to discuss a course they wish to take. After completing the course, students should petition the Director of Undergraduate Studies in writing for credit for the major. The petition must include a cover letter with the title and description of the course, as well as the name and location of the institution. To the cover letter should be attached a syllabus and a written record of the work the student did for the course.

The Office of the Dean of Students in the College must approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a study abroad program that is sponsored by the University of Chicago. Please note that it may be possible use such a course to meet requirements in the College but not in the major. For more information, visit college.uchicago.edu/policies-regulations/course-registration-policies/transfer-credit.

RECOMMENDATIONS FOR ART HISTORY MAJORS

1. Students are encouraged to take graduate seminars with prior consent of instructor. (These seminars are also open to nonmajors with the same proviso.)
2. Students are urged to also pursue upper-level language courses. If a language course is relevant to a student's special field, the student may petition the Director of Undergraduate Studies to count it toward electives.
3. Those planning to continue their study of art history at the graduate level are advised to achieve language competency equal to at least two years of college study in French or German, or in Italian for those with primary interest in the art of Italy.

Two Tracks

In structuring their programs, students may choose one of two orientations ("tracks"): one offering a broad coverage of the history of art, and the other offering a close cross-disciplinary study of a specific area or topic.

Track I

In addition to the four Survey Courses, the ARTH 29600 Junior Seminar: Doing Art History, and the ARTH 29800 Senior Seminar: Writing Workshop, Track I students take six upper-level courses within the department. Up to two Art in Context courses (see definition under Courses for Nonmajors above) may be substituted for upper-level courses with prior approval of the Director of Undergraduate Studies. Within the six departmental courses, students must develop a special field consisting of three courses with a relevance to one another that is clearly established. The field may be defined by chronological period, medium, national culture, genre, theme, or methodological concerns. Because they reflect the interests of individual students, such fields range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a field. Students are encouraged to distribute the remaining three departmental courses widely throughout Western and non-Western art. Within their six upper-level courses, students must take at least one course in Western art before 1400, one course in Western art after 1400, and one course in non-Western art.

Track II

In addition to the four Survey Courses, the ARTH 29600 Junior Seminar: Doing Art History, and the ARTH 29800 Senior Seminar: Writing Workshop, Track II students take six courses: three upper-level courses inside and two courses outside the Department of Art History that make up the special field, and one additional upper-level course in art history, the subject of which is the student's choice. In order to encourage breadth of expertise, the elective course may *not* be in the student's special field. Occasionally, Art in Context courses (see definition under Courses for Nonmajors above) may be substituted for upper-level courses with prior approval of the Director of Undergraduate Studies.

In Track II, the special field may take many different forms. It may be civilization defined by chronological period, nation-state, or cultural institution. Extradepartmental courses in history and literature are particularly relevant to such a program. Another special field might be conceptual in character (e.g., art and the history of science, urban history, geography) and draw upon a variety of extradepartmental courses in the Humanities Collegiate Division and the Social Sciences Collegiate Division. A field could combine historical, critical, and theoretical perspectives (e.g., visual arts in the twentieth century) and include courses in art history, drama, music, film, and popular culture. Finally, art history and studio courses (e.g., Visual Arts) may be combined in special fields exploring their interrelations (e.g., abstraction and conceptualism in modern art).

The Special Field

The topic for the BA paper normally develops from the special field and allows for further study of the area through independent research and writing.

Whether a student is following Track I or Track II, the declaration form for the special field must be received and approved by the Director of Undergraduate Studies *no later than the end of a student's third year*. Students should obtain the form at arthistory.uchicago.edu/files/SpecialFieldDeclaration.pdf and discuss the proposed special field with the Director of Undergraduate Studies. It is strongly recommended that students complete at least two courses in their special field by the end of their third year.

Undergraduate Seminars and the BA Paper

The ARTH 29600 Junior Seminar: Doing Art History is designed to introduce the methods of art historical research. It also requires students to develop a BA paper topic and identify potential faculty advisers. Students who wish to study abroad during Winter Quarter of their third year are strongly urged to take ARTH 29600 Junior Seminar: Doing Art History in the Winter Quarter of the second year and must meet with the Director of Undergraduate Studies to discuss their program in the major before they go abroad.

By the end of their third year, it is the student's responsibility to find a member of the faculty who agrees to act as the faculty research adviser for the BA paper. The research paper or project used to meet this requirement may not be used to meet the BA paper requirement in another major without the approval of both majors.

ARTH 29800 Senior Seminar: Writing Workshop is a workshop course designed to assist students in writing and researching their BA papers. Students typically

take the seminar in Autumn Quarter before graduating in Spring Quarter; students graduating in Autumn or Winter Quarter should take this course in the previous academic year. In the closing sessions of the seminar, students present their work in progress for the BA paper. They continue their research on the paper during the following quarters, meeting at intervals with their faculty research adviser. Students may elect to take ARTH 29900 Preparation for the Senior Paper in Autumn or Winter Quarter to afford additional time for research or writing. NOTE: This course may not count toward the twelve courses required in the major. A polished draft of the paper is due by Friday of ninth week of the quarter preceding graduation; the final version is due Monday of second week of the quarter of graduation. Both are to be submitted in duplicate: one copy to the research adviser and the second to the Director of Undergraduate Studies. Because individual projects vary, no specific requirements for the senior paper have been set. Essays range in length from twenty to forty pages, but there is no minimum or maximum.

SUMMARY OF REQUIREMENTS

General Education

Introductory drama, music, ARTV, or Creative Writing course	100
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Total Units	100
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Track I

14000s Survey Course	100
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15000s Survey Course	100
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16000s Survey Course	100
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Survey Course of student's choice	100
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3 upper-level ARTH courses in special field *	300
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3 upper-level ARTH courses (The six upper-level courses must include, altogether, one course each in Western art before 1400, Western art after 1400, and non-Western art.) *	300
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ARTH 29600 Junior Seminar: Doing Art History	100
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ARTH 29800 Senior Seminar: Writing Workshop	100
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BA paper

Total Units	1200
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Track II

14000s Survey Course	100
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15000s Survey Course	100
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16000s Survey Course	100
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Survey Course of student's choice	100
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5 upper-level ARTH courses in special field (three departmental and two extradepartmental) *	500
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1 upper-level ARTH elective (not special field)	100
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ARTH 29600 Junior Seminar: Doing Art History	100
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ARTH 29800 Senior Seminar: Writing Workshop	100
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BA paper

Total Units	1200
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- * With prior approval, up to two Art in Context courses may be used toward this requirement.

ADVISING

Art history majors should see the Director of Undergraduate Studies no less than once a year for consultation and guidance in planning a special field, in selecting courses, and in choosing a topic for the BA paper, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available at arthistory.uchicago.edu/files/MajorWorksheet-form.pdf. This form helps each student and the Undergraduate Program Chair monitor the student's progress in the program.

GRADING

Art history majors must receive quality grades in art history courses taken for the major. ARTH 29900 Preparation for the Senior Paper is open for *P/F* grading with consent of instructor, but this course may not count toward the twelve courses required in the major. Art history courses elected beyond program requirements may be taken for *P/F* grading with consent of instructor. Students taking art history courses to meet the general education requirement in the dramatic, musical, and visual arts must receive quality grades. Nonmajors may select the *P/F* grading option with consent of instructor if they are taking an art history class that is not satisfying a general education requirement. A Pass grade is given only for work of C- quality or higher.

HONORS

Students who complete their course work and their BA papers with great distinction are considered for honors. Candidates also must have a 3.3 or higher overall GPA and a 3.5 or higher GPA for art history course work.

Standards will inevitably differ from adviser to adviser, but in general students are expected to write a BA paper that is of *A* quality. This typically means that the paper involves substantial research; makes an argument that is supported with evidence; and is well crafted, inventive, and, often, intellectually passionate.

The faculty adviser of a student who wishes to be considered for honors must submit a detailed letter of nomination. Students are not responsible for requesting the letter, but they should plan to work closely with their adviser to make sure they understand the standards that they are expected to meet.

TRAVEL FELLOWSHIPS

The department offers a limited number of Visiting Committee Travel Fellowships to fund travel related to research on the BA paper during the summer between a College student's third and fourth years. Applications must be submitted to the Director of Undergraduate Studies by Thursday of the second week of Spring

Quarter. Details on the fellowships and the application process are available on the Department of Art History's CHALK site for majors and minors.

MINOR PROGRAM IN ART HISTORY

The minor in art history requires a total of seven courses: three survey courses (one from the 14000 series, one from the 15000 series, and one from the 16000 series), and four courses at the 20000 level or above. With the permission of the Director of Undergraduate Studies, students may substitute up to two Art in Context courses (17000 and 18000 series) for 20000-level courses. Students also write one research paper of about ten to fifteen pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of one of the 20000-level courses. As one of their 20000-level courses, minors may elect to take ARTH 29600 Junior Seminar: Doing Art History with the majors; if they do, they will research and write an essay on a topic of their choice instead of preparing a BA paper proposal. Students with a minor in art history may use art history courses to meet general education requirements.

Students who elect the minor program in art history must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form available at arthistory.uchicago.edu/files/MinorProgramApplicationForm.pdf.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; and (2) may not be counted toward general education requirements. If students have already taken one of the survey courses to fulfill the general education requirement, they may substitute an additional 20000-level course to complete their seven-course program. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following group of courses would comprise a minor in art history:

Sample Minor Program

- ARTH 14000–14999 e.g., *The Ancient World*, *The Medieval World*, or *Renaissance Art*
- ARTH 15000–15999 e.g., *Nineteenth-Century Art*, or *Twentieth-Century Art*
- ARTH 16000–16999 e.g., *Art of Asia: China*, or *Arts of Japan*
- ARTH 20000 series, e.g., ARTH 28804 *American Art Since 1960*; or ARTH 27304 *Photo/Modernism/Esthetic*; or ARTH 28300 *Chinese Scroll Painting*; or ARTH 22204 *Medieval Chinese Visual Cult*; or ARTH 26504 *Revolution and 20th Century Mexican Culture*

COURSES

ARTH 10100. Introduction to Art. 100 Units.

This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the close analysis of visual materials, explores the range of questions and methods appropriate to the explication of a given work of art, and examines the intellectual structures basic to the systematic study of art. Most importantly, the course encourages the understanding of art as a visual language and aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. Examples draw on local collections.

Terms Offered: Autumn, Winter, Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, this course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 14000 through 16999. Art Surveys. *May be taken in sequence or individually. Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.* The major monuments and masterpieces of world painting, sculpture, and architecture are studied as examples of humankind's achievements in the visual arts. Individual objects are analyzed in detail and interpreted in light of society's varied needs. While changes in form, style, and function are emphasized, an attempt is also made to understand the development of unique and continuous traditions of visual imagery throughout world civilization. Courses focus on broad regional and chronological categories.

ARTH 14105. Introduction to Roman Art and Archaeology. 100 Units.

This course offers a survey of the art and archaeology of the Roman world from the founding of Rome in the eighth century BC to the Christianization of the Empire in the fourth century AD. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?

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

Equivalent Course(s): CLCV 14113

ARTH 14200. From Missionary Images to Image Explosion: Introduction to Medieval Art. 100 Units.

This course explores the challenging world of medieval art. Beginning with the fourth-century fusion of Imperial and Christian images and ending with the advent of print, we trace how images and art-making took on new roles—and re-invented old ones—over the course of the Middle Ages. We consider architecture, sculpture, wall-painting, manuscript painting, stained glass, metalwork, and textiles in their historical contexts, questioning why medieval objects look the way they do and how they were seen and used by medieval viewers. Readings include medieval sources (in translation) and exemplary modern scholarship.

Instructor(s): A. Kumler Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 14307-14407. Greek Art and Archaeology I-II.

Greek Art and Archaeology

ARTH 14307. Greek Art and Archaeology I: From the Bronze Age to the Persian Wars. 100 Units.

This course will survey the art and archaeology of the ancient Greek world from the Bronze Age to the Persian Wars (480 BC). We will study early civilizations of Minoan Crete and Mycenaean Greece, and their dramatic collapse in the twelfth century BC. We will then see the emergence of a new political and social system based on city-states, featuring distinctive forms of sculpture, architecture, pottery, and urban design. Along the way, students will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life. The big question is: how can we make sense of the past by means of artifacts?

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. This course is the first of a two-course sequence; registration in the second course is not required for participation in the first.

Equivalent Course(s): CLCV 21812

ARTH 14407. Greek Art and Archaeology II: From the Persian Wars to the Coming of Rome. 100 Units.

This course will survey the art and archaeology of the ancient Greek world from the Persian Wars (480 BC) to the rise of Rome (ca. 1st century BC). Major themes will include the place of Greece within a larger Near Eastern and Mediterranean context; the relation of art and empire; the cultural dynamics of ethnic strife; and the relation of art to philosophy. Along the way, students will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life. The big question is: how can we make sense of the past by means of artifacts?

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. This course is the second of a two-course sequence; registration in the first course is not required for participation in the second.

ARTH 14400. Italian Renaissance Art. 100 Units.

This course is a selective survey of the major monuments, personalities, and issues in the Italian art from around 1400 to 1550. At the same time, it attempts to introduce students with little or no background in art history to approaches, methods, or tools for looking at, thinking about, even responding to works of art. The origins and value of broad style groupings such as Late Gothic, Early Renaissance, High Renaissance and Mannerism are critically examined, though we concentrate on fewer artists and works rather than attempt a uniform survey of the vast body of material at the core of the Western tradition. We also examine the invention and development of distinctive artistic types and their association with particular moments in history ("sacred conversation" altarpiece, centrally planned church, landscape painting). A major theme of the course is the changing social context for the practice of art and with it the evolving nature of artistic creativity. Where possible, students are asked to supplement their close study of the imagery with contemporary written documents (e.g., contracts, letters, theoretical texts). The ability to talk critically and creatively about text and image is the focus of required biweekly section meetings.

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 14407. Greek Art and Archaeology II: From the Persian Wars to the Coming of Rome. 100 Units.

This course will survey the art and archaeology of the ancient Greek world from the Persian Wars (480 BC) to the rise of Rome (ca. 1st century BC). Major themes will include the place of Greece within a larger Near Eastern and Mediterranean context; the relation of art and empire; the cultural dynamics of ethnic strife; and the relation of art to philosophy. Along the way, students will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life. The big question is: how can we make sense of the past by means of artifacts?

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. This course is the second of a two-course sequence; registration in the first course is not required for participation in the second.

ARTH 15509. American Art since 1900. 100 Units.

Instructor(s): D. English Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 15600. Twentieth-Century Art. 100 Units.

Focusing on the interrelationships between avant-garde culture and the emerging mass cultural formations of industrializing societies in Europe, North America, Asia, and South America, our survey will address a wide range of historical and methodological questions: the impact of new technologies of production, the utopian projects of the Euro-American avant-gardes, the transformation of modernist conceptions of artistic autonomy, the changing roles of cultural institutions, the construction of social Others, the formation of new audiences, and the rise of "contemporary art." Prior knowledge of art history not required.

Instructor(s): L. Lee, C. Mehring Terms Offered: Autumn, Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 15780. Modern Art from the Enlightenment until Today. 100 Units.

Surveying the history of modern Western art from the 18th through the 21st century, this course will introduce students to the artists, art works, and issues central to the relationship between art and modernity: the rise of the self and identity politics, the growth of the metropolis, the questioning of the "real" and the invention of photography, the autonomous thrust and semiotic potential of abstraction, the political ambitions of the avant-garde, and the impact of consumer and media cultures. Most discussion sections will center around original works of art and take place in the Smart Museum of Art.

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 16100. Art of Asia: China. 100 Units.

This course is an introduction to the arts of China focusing on major monuments and artworks produced in imperial, aristocratic, literati, religious, and public milieus. Lectures will reconstruct the functions and the meanings of objects, to better understand Chinese culture through the objects it produced.

Instructor(s): Wu Hung Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): EALC 16100

ARTH 16413. Maya Art and Architecture. 100 Units.

This course provides an introduction to the art of the ancient Maya of Mexico, Guatemala, and Honduras from the first millennium BC to the time of the Spanish invasion. Beginning with the earliest developments of monumental art and architecture, studying through the competition between flourishing city-states, and examining moments of contact with other regions of Mesoamerica, this course examines topics such as architecture and urbanism, courtly and sacred arts, word and image, and the relationship between art and identity.

Instructor(s): C. Brittenham Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): LACS 16413

ARTH 16709. Islamic Art and Architecture, 1100 to 1500. 100 Units.

This course surveys the art and architecture of the Islamic world from 1100 to 1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The course of the various principalities competed not only in politics but also in the patronage of architectural projects and of arts (e.g., textiles, ceramics, woodwork, arts of the book). While focusing on the central Islamic lands, we consider regional traditions from Spain to India and the importance for the arts of contacts with China and the West.

Instructor(s): P. Berlekamp Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): NEAA 10630

ARTH 16800. Arts of Japan. 100 Units.

This course surveys the arts of the Japanese archipelago through the study of selected major sites and artifacts. We will consider objects in their original contexts and in the course of transmission and reinterpretation across space and time. How did Japanese visual culture develop in the interaction with objects and ideas from China, Korea, and the West? Prehistoric artifacts, the Buddhist temple, imperial court culture, the narrative handscroll, the tea ceremony, folding screens, and woodblock prints are among the topics covered.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): EALC 16806

ARTH 16910. Modern Japanese Art and Architecture. 100 Units.

This course takes the long view of modern Japanese art and architecture with a focus on the changing relationships between object and viewer in the 19th and 20th centuries. Beginning in the late eighteenth century with the flowering of revivalist and individualist trends and the explosion of creativity in the woodblock prints of Hokusai and others, we will then turn to examine Western-style architecture and painting in the late nineteenth century; socialism, art criticism, and the emergence of the avant garde in the early twentieth century. Also covered are interwar architectural modernism, art during World War II, and postwar movements such as Gutai and Mono-ha. No familiarity with art history or Japan is required.

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): EALC 16910

ARTH 17000 through 18999. Art in Context. *May be taken in sequence or individually. Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.* Courses in this series investigate basic methods of art historical

analysis and apply them to significant works of art studied within definite contexts. Works of art are placed in their intellectual, historical, cultural, or more purely artistic settings in an effort to indicate the origins of their specific achievements. An informed appreciation of the particular solutions offered by single works and the careers of individual artists emerges from the detailed study of classic problems within Western and non-Western art.

ARTH 17205. Islamic Gardens in Landscape and Image. 100 Units.

Garden imagery is ubiquitous in the art and architecture of the Islamic world from the eighth century to the eighteenth, and from Spain to India. The poetic trope whereby a visually pleasing object or site is compared to the garden of paradise is equally ubiquitous. But does this imply any historical consistency in the significance of garden imagery, of actual gardens, or of the poetic trope? In this class we explore this question by examining both garden imagery and actual gardens from many different times and places in the Islamic world. How do their visual forms and cultural significance shift according to specific historical circumstances?

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): NEAA 17205

ARTH 17207. Image and Word in Chinese Art. 100 Units.

The dynamic interplay between painting, poetry, and calligraphy in the Chinese tradition is encapsulated by Su Shi's observation that there is "poetry in painting, and painting in poetry." Further articulation of this truism requires us to examine developing modes of visual expression, and to define ways in which a painting might be "written," or a text "imaged." We consider case studies which demonstrate increasingly fluid negotiation between these mediums: from pictures that labor in "illustrative" juxtaposition with didactic texts (image vs. word), to representations of the natural world that are inscribed with poetry as sites of social and cultural identity (image cf. word), and which achieve formal and conceptual integration in expressive purpose (imageword).

Instructor(s): P. Foong Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): EALC 17207

ARTH 17410. Frank Lloyd Wright in Chicago and Beyond. 100 Units.

This course looks at Wright's work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright's early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect's work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): FNDL 20502

ARTH 17612. The Art of Michelangelo. 100 Units.

Instructor(s): C. Cohen Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): FNDL 21411

ARTH 17909. Sculptural and Spatial Practices in Modern and Contemporary Art. 100 Units.

This course will trace critical sculptural and spatial practices of the twentieth and twenty-first centuries—from the readymade to the found object, from spatial construction to kineticism, and from site-specificity to installation art. These artistic practices amount to an interrogation of sculpture, which has resulted in the radical redefinition of its status, means, and meanings. We will attend to art historical discourse that grapples with sculpture's transformation from relatively self-contained statuary to a range of artistic procedures that stress temporality, materiality, and interactivity. We will also consider the ways in which the sculptural discourse is entangled with theories regarding the commodity, collective and individual bodies, sites and places, architecture, and the public sphere.

Instructor(s): L. Lee Terms Offered: Spring

Note(s): : Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 18109. Visual Style in Still and Moving Images. 100 Units.

The course surveys elements of styles and techniques common to the visual arts. We will discuss framing and editing, moment and movement, action and narration and other visual devices as used by artists, photographers, architects and filmmakers in the late nineteenth and early twentieth centuries.

Instructor(s): Y. Tsivian Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 18305. New Art in Chicago Museums and Other Spaces. 100 Units.

Through very regular, required site visits to museums, galleries, and experimental spaces in the greater Chicago area, this course will introduce students to the close consideration—in situ—of works of art created in our times, as well as to the application to these works of pertinent modes of critical and historical inquiry. Sites to be visited include the David and Alfred Smart Museum of Art, the Fraction Workspace, Mess Hall, the Hyde Park Art Center, The Art Institute of Chicago, Museum of Contemporary Art Chicago, the Museum of Contemporary Photography, Gallery 400 at the University of Illinois at Chicago, among others.

Instructor(s): D. English Terms Offered: Autumn

Prerequisite(s): Course limit of 12 students.

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

The following courses do not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 22609. Skills and Methods in Chinese Painting History. 100 Units.

This course aims to provide groundwork skills for conducting primary research in Chinese painting history. Emphasis will be on sinological tools and standard resources relevant to the study of early periods, especially the Song and Yuan Dynasty. To develop proficiencies in analyzing materials (silk, paper, mounting, ink, color) and investigating provenance (identifying seals, inscriptions). To gain familiarity with the scholarship on issues of connoisseurship, authenticity, and quality judgment. Weekly task-based reports. Final research paper.

Instructor(s): P. Foong Terms Offered: Autumn

Equivalent Course(s): ARTH 32609, EALC 20101, EALC 30101

ARTH 24105. The Archaeology of Death in Ancient Rome. 100 Units.

This course serves as a general introduction to the commemoration of death in Roman funerary monuments, giving particular attention to the social bonds they were meant to express and reinforce through visual modes of address. Memorials dedicated by a socially diverse group of patrons including both elites and non-elites, metropolitan Romans and far-flung provincials, will be studied in relation to an equally diverse body of material evidence including tomb architecture and cemetery planning, inscriptions, sarcophagi and cinerary urns, and portraiture. The course will also take advantage of sites in Chicago such as Rosehill or Graceland Cemetery as important points of comparison with the ancient material.

Instructor(s): P. Crowley Terms Offered: Spring

Equivalent Course(s): CLCV 24113

ARTH 24500. Arts in Italy and France in the 17th and 18th Centuries. 100 Units.

This course presents the evolution of the arts in Italy and France from the early 17th century through the 18th century, focusing on painting and sculpture. Through the lens of major artists and their works, we will examine a range of issues in the relations of art and society: the emergence of a new language in visual arts at the time of the Counter-Reform (from the Caracci reform and the Caravaggio naturalistic quest up to the establishment of Baroque), how art becomes an instrument of power under the absolutist government of Louis XIV, the increase in popularity of the *genres mineurs* during the 18th century, the development of the rococo figurative language (especially characterized by pleasant subjects and *galant* dimension), the emergence and establishment of a moral painting. Students will gain familiarity with the major artists and questions of the time; they will develop their ability to read critically, to look, and to analyze unfamiliar works of art.

Instructor(s): S. Caviglia-Brunel Terms Offered: Winter

Equivalent Course(s): ARTH 34500

ARTH 27210. The Historical Contemporary. 100 Units.

Instructor(s): D. English Terms Offered: Winter

Equivalent Course(s): ARTH 37210

ARTH 27215. Public Sculpture. 100 Units.

This class examines sculpture made for public spaces since World War II. We will read foundational texts on postwar sculpture; test the relevance of theories of the public; consider the role of commemoration, site-specificity, context, architecture, and photography; and examine questions of censorship, vandalism, and conservation. Significant portions of the class will involve on-site case studies, including Henry Moore's *Nuclear Energy*, Wolf Vostell's *Concrete Traffic*, Giuseppe Penone's *Ideas of Stone*, Jean Dubuffet's *Monument with Standing Beast*, Arturo Herrara's *Night Before Last*, Sol LeWitt's *Lines in Four Directions*, Louise Bourgeois's *Untitled*, and the sculptures in Millennium Park. Depending on interest, students may work on a campus public sculpture app or website, and/or an exhibition surrounding Wolf Vostell's *Concrete Traffic*.

Instructor(s): C. Mehring Terms Offered: Autumn

Equivalent Course(s): ARTH 37215

ARTH 29400. Feminine Space in Chinese Art. 100 Units.

“Feminine space” denotes an architectural or pictorial space that is perceived, imagined, and represented as a woman. Unlike an isolated female portrait or an individual female symbol, a feminine space is a spatial entity: an artificial world composed of landscape, vegetation, architecture, atmosphere, climate, color, fragrance, light, and sound, as well as selected human occupants and their activities. This course traces the construction of this space in traditional Chinese art (from the second to the eighteenth centuries) and the social/political implications of this constructive process.

Instructor(s): Wu Hung Terms Offered: Spring

Equivalent Course(s): ARTH 39400,EALC 27708,EALC 37708

ARTH 29503. Mexican Murals. 100 Units.

This course examines three vital moments of mural production in Mexico: ancient, colonial, and modern. We will begin by looking at indigenous Mesoamerican wall painting traditions of Teotihuacan, the Maya, Cacaxtla, and the Aztecs, and then consider how these traditions were transformed by the encounter with Spanish colonialism to provide decoration for the walls of monastic churches. Finally, we will examine the modern Mexican muralist movement, looking at the work of Diego Rivera, José Clemente Orozco, David Alfaro Siqueiros, and others, with a particular focus on Rivera’s murals at the Detroit Institute of Arts. Throughout the course, we will consider mural paintings in relationship to architecture and other media, paying special attention to the different methodologies and kinds of evidence that have been used to interpret these works. The course will also focus on developing research, writing, and presentation skills.

Instructor(s): C. Brittenham Terms Offered: Autumn

Equivalent Course(s): ARTH 39503,LACS 29503,LACS 39503

ARTH 29600. Junior Seminar: Doing Art History. 100 Units.

The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their own BA papers or, in the case of students who are minoring in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics. This seminar is followed by a workshop in Autumn Quarter focusing on research and writing issues for fourth-year students who are majoring in art history, which is designed to help writers of BA papers advance their projects.

Terms Offered: Winter

Note(s): Required of third-year students who are majoring in art history; open to nonmajors with consent of instructor. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 29700. Reading Course. 100 Units.

This course is primarily intended for students who are majoring in art history and who can best meet program requirements by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Form.

Must be taken for a quality grade. With adviser's approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 29800. Senior Seminar: Writing Workshop. 100 Units.

This workshop is designed to assist students in researching and writing their senior papers, for which they have already developed a topic in the Junior Seminar. Weekly meetings target different aspects of the process; students benefit from the guidance of the workshop instructors, but also are expected to consult with their individual faculty advisers. At the end of this course, students are expected to complete a first draft of the senior paper and to make an oral presentation of the project for the seminar.

Terms Offered: Autumn

Note(s): Required of fourth-year students who are majoring in art history. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 29900. Preparation for the Senior Paper. 100 Units.

This course provides guided research on the topic of the senior paper. Students arrange their program of study and a schedule of meetings with their senior paper adviser.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Undergraduate Program Chair

Note(s): Students are required to submit the College Reading and Research Form.

May be taken for P/F grading with consent of instructor. This course may not count toward the twelve courses required in the major. This course does not meet the general education requirement in the dramatic, musical, and visual arts.



BIOLOGICAL CHEMISTRY

PROGRAM OF STUDY

The Department of Chemistry, in conjunction with the Department of Biochemistry and Molecular Biology (BCMB) in the Division of the Biological Sciences, offers a BS degree in Biological Chemistry. The program is designed to prepare students to enter a variety of interdisciplinary fields in biochemical and biophysical sciences. Undergraduate research is strongly encouraged. By combining resources of both departments, students in this program are given the opportunity to study chemistry and physics of macromolecules, mechanisms of actions of enzymes and hormones, molecular and cellular biology, biotechnology, and other related fields.

SUMMARY OF REQUIREMENTS

General Education

CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II (or equivalent) ⁺ *	200
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One of the following sequences: 200

MATH 15100-15200	Calculus I and Calculus II	
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MATH 16100-16200	Honors Calculus I and Honors Calculus II [†]	
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MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (requires grade of A- or higher)	
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BIOS 20186	Fundamentals of Cell and Molecular Biology ^{**}	100
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BIOS 20187	Fundamentals of Genetics (or AP credit, if an AP 5 Fundamentals Sequence is completed) ^{***}	100
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Total Units		600
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Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) ^{†*}	100
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One of the following: 100

MATH 15300	Calculus III	
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MATH 16300	Honors Calculus III	
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MATH 19620	Linear Algebra [†]	
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MATH 13300	Elementary Functions and Calculus III (requires grade of A- or higher)	
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MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200
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CHEM 20100	Inorganic Chemistry I	100
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PHYS 12100-12200-12300	General Physics I and General Physics II and General Physics III (or higher) [†]	300
One of the following sequences:		300
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	
CHEM 26100-26200	Quantum Mechanics and Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 20200	Inorganic Chemistry II	
CHEM 23300	Organic Chemistry of Life Processes	
CHEM 26300	Chemical Kinetics and Dynamics	
One appropriate 20000-level course in Biology (under the category Advanced-Level Courses)		100
BIOS 20200	Introduction to Biochemistry	100
BIOS 21317	Topics in Biological Chemistry	100
One approved 30000-level biochemistry or chemistry course		100
Total Units		1900

† Credit may be granted by examination.

* See Advanced Placement and Accreditation Examinations sections of this catalog. **Note that no credit is given for IB chemistry.**

** Chemistry and Biological Chemistry majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modelling of biological phenomena covered in BIOS 20151.

+ Students with a score of 5 on the AP biology test receive one credit. They are eligible to register for a three-quarter AP 5 Fundamental Sequence. Upon completion of the sequence, students receive an additional AP credit, for a total of two, to meet the general education requirement. Students majoring in Biological Chemistry will count the AP 5 Fundamentals Sequence as three electives.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; and MATH 27000 Basic Complex Variables and MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended

for Biological Chemistry majors who plan to pursue advanced study in physical chemistry.

GRADING

Students majoring in Biological Chemistry must receive quality grades in all courses required in the degree program. To qualify for the BS degree, students must: (1) achieve a GPA of 2.0 or higher; and (2) receive no grade lower than C- in the 20000-level or higher Chemistry, Biology, and Department of Biochemistry and Molecular Biology courses that are found in the preceding list.

HONORS AND UNDERGRADUATE RESEARCH

By their third year, students majoring in Biological Chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities and honors in Biological Chemistry, visit chemistry.uchicago.edu/page/degree-programs-and-admissions.html.

Excellent students who pursue a substantive research project with a faculty member in the Department of Chemistry or the Department of Biochemistry and Molecular Biology should plan to submit an honors thesis. Students typically begin research during their third year, and they continue their research activities through the following summer and their fourth year. To be considered for honors, students are expected to receive approval from the program adviser before the end of their third year. Eligible students must also enroll in at least one quarter of CHEM 29900 Advanced Research in Chemistry, which must be taken for a quality grade.

A BS with honors in Biological Chemistry requires students to write a creditable honors paper describing their research. The paper must be approved by the program advisers in the Department of Chemistry and the Department of Biochemistry and Molecular Biology, and it must be submitted before the deadline established by the department. In addition, an oral presentation of the research is required.

To earn a BA or BS degree with honors in Chemistry, students must also have an overall GPA of 3.0 or higher.

JOINT DEGREE PROGRAM

A four-year joint degree program leading to a concurrent award of the BS in Biological Chemistry and the MS in Chemistry is available for a select group of students who have achieved advanced standing through their performance on placement or on accreditation examinations. Special programs are developed for such students. For more information, consult Gregory Hillhouse at gh15@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department, and Ron Gorny at rlg2@uchicago.edu in the College advising office.



BIOLOGICAL SCIENCES

PROGRAM OF STUDY

Biology is the study of life, past and present. Life operates within supportive ecosystems that generate selective pressures driving diversity and complexity through natural selection. The faculty of the College believe that a sound knowledge of biology is essential for understanding many of the most pressing problems of modern life and for intelligent involvement in their eventual solution. The Biological Sciences Collegiate Division, therefore, provides a variety of general education courses for all College students—prospective biologists and non-biologists alike. Although most of the course offerings beyond the introductory year are designed to serve the needs of students majoring in biological sciences, many of these courses are well suited to students in other areas who wish to study some aspect of modern biology in greater detail. Courses on the ethical and societal implications of the biological sciences, for example, are of interest to many non-majors.

Academic Honesty

Academic dishonesty is a matter of grave concern to the faculty of the Biological Sciences Collegiate Division and will not be tolerated. Students should become familiar with the guidelines presented in *Doing Honest Work in College* by Charles Lipson and consult with each of their instructors to make sure they understand the specific expectations of each course. Consequences of academic dishonesty (including plagiarism) may result in suspension or expulsion from the University.

The General Education Requirement in the Biological Sciences

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

1. an integrated Natural Sciences sequence for non-majors, which meets all general education requirements for the physical and biological sciences
2. a two-quarter general education sequence for non-majors
3. a Fundamentals Sequence for nonmajors preparing for health professions (described below, the first two courses of BIOS 20170 through BIOS 20175); or
4. BIOS 20150 A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) are required for students majoring in the Biological Sciences.

ADVANCED PLACEMENT CREDIT

For students who do not plan to major in the biological sciences or prepare for the health professions, a score of 4 or 5 on the AP biology test confers credit for BIOS 10130 Core Biology. These students meet the general education requirement with either one or two topics courses in the biological sciences, depending on how the requirements in the mathematical and physical sciences are met; consult your College adviser for details.

Students with a score of 5 on the AP biology test who complete an AP 5 Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement for the biological sciences. This option is especially appropriate for students who plan to major in the biological sciences or prepare for the health professions, but it is open to all qualified students.

REQUIREMENTS FOR THE BIOLOGICAL SCIENCES MAJOR

The goals of the biological sciences program are to give students (1) an understanding of currently accepted concepts in biology and the experimental support for these concepts and (2) an appreciation of the gaps in our current understanding and the opportunities for new research in this field. Emphasis is placed on introducing students to the diversity of subject matter and methods of investigation in the biological sciences. The program prepares students for graduate or professional study in the biological sciences and for careers in the biological sciences. The following sections describe the requirements for a BA in the biological sciences. Sequences in the first year of the program are referred to as the Fundamentals and consist of the following: (1) The AP5 sequence is an advanced program designed for first-year students who have achieved a score of 5 on the Advanced Placement Biology test and are primarily interested in pursuing a research career. (2) The Track A and B sequences are designed for second-year students and are structured to provide them with a broad-based understanding of contemporary biology. (3) Track C (Life, Ecosystems, and Evolution) is designed for students interested in pursuing careers in ecology and evolution or environmental science and includes a broad survey of these fields. At the completion of a Fundamentals sequence students begin taking the advanced Biology courses and may start a specialization. **NOTE: Biological Sciences does NOT require the third quarter of Calculus in any of the sequences. Students entering Tracks A, B, or C MUST take BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) and students in the AP5 sequence MUST take BIOS 20236 Biological Dynamics. NO MATH courses may be substituted for these requirements.**

General Education Courses for Biological Sciences Majors

To prepare for more advanced work in the biological sciences, students must take:

Physical Sciences

One of the following sequences: 200

- CHEM 10100 Introductory General Chemistry I
 & CHEM 10200 and Introductory General Chemistry II (or equivalent)
 or CHEM 11100 Comprehensive General Chemistry I
 & CHEM 11200 and Comprehensive General Chemistry II

Mathematics

One of the following sequences: 200

- MATH
 13100-13200 Elementary Functions and Calculus I
 and Elementary Functions and Calculus II (or higher)

MATH 15100-15200	Calculus I and Calculus II	
MATH 16100-16200	Honors Calculus I and Honors Calculus II	
Biological Sciences		
One of the following:		200
BIOS 20150 & BIOS 20151	A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and Introduction to Quantitative Modeling in Biology (Basic)	
BIOS 20150 & BIOS 20152	A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and Introduction to Quantitative Modeling in Biology (Advanced)	
Total Units		600

Students with a score of 5 on the AP biology test may use their AP credit to meet the general education requirement for the biological sciences if the AP 5 sequence is completed. Students majoring in the Biological Sciences are encouraged to meet their general education humanities requirement in their first year with an autumn-winter, two-quarter sequence.

COURSES REQUIRED FOR THE BIOLOGICAL SCIENCES MAJOR*

Natural Science excluding Biology

In addition to the General Education requirements, students majoring in biological sciences must complete the third quarter of general chemistry (CHEM 11300 Comprehensive General Chemistry III, or equivalent); two quarters of organic chemistry (CHEM 22000-22100 Organic Chemistry I-II/CHEM 23100 Honors Organic Chemistry II)**; two quarters of physics (PHYS 12100-12200 General Physics I-II, or higher); and one additional quantitative course (BIOS 26210 Mathematical Methods for Biological Sciences I, PHYS 12300 General Physics III (or higher), or STAT 22000 Statistical Methods and Applications (or higher)).

Biology Fundamentals Sequence

Students register for four quarters of Biology Fundamentals courses associated with one of four tracks: Track A includes BIOS 20186 Fundamentals of Cell and Molecular Biology, BIOS 20187 Fundamentals of Genetics, BIOS 20188 Fundamentals of Physiology, and BIOS 20190 Principles of Developmental Biology; Track B includes BIOS 20186 Fundamentals of Cell and Molecular Biology, BIOS 20187 Fundamentals of Genetics, BIOS 20189 Fundamentals of Developmental Biology, and BIOS 20242 Principles of Physiology; Track C (Life, Ecosystems, and Evolution) includes BIOS 20196 Ecology and Conservation, BIOS 20197 Evolution and Ecology, BIOS 20198 Biodiversity, and a Genetics course (chosen in consultation with the BSCD Ecology & Evolution Adviser, Christine Andrews candrews@uchicago.edu); the four-quarter AP 5 Fundamentals sequence (BIOS 20234 Molecular Biology of the Cell, BIOS 20235 Biological Systems, BIOS 20236 Biological Dynamics, and

BIOS 20242 Principles of Physiology) makes up the final track and is open only to first-year students who have scored 5 on the AP biology exam. Students who do not enter the AP 5 sequence must complete BIOS 20150 A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) in the spring quarter of their first year (these two courses fulfill the general education requirement in the biological sciences).

*Students planning to apply to medical school should be aware of individual medical school admissions requirements and should tailor their program accordingly with the help of UChicago Careers in Health Professions (<http://ccihp.uchicago.edu>) (UCIHP).

**The first two quarters of organic chemistry are required for all biology majors except for those completing Track C (Life, Ecosystems, and Evolution), who may take either two quarters of Organic Chemistry or two quarters of General Physics.

NOTE: Biological Sciences does NOT require the third quarter of Calculus in any of the sequences. Students entering Tracks A, B, or C MUST take BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced), and students in the AP 5 sequence MUST take BIOS 20236 Biological Dynamics . NO MATH courses may be substituted for these requirements.

20200-level and Above Courses in Biological Sciences

Students also register for BIOS 20200 Introduction to Biochemistry plus four (AP 5 sequence) or five (Tracks A, B, and C) additional 20200-level and above courses in biological sciences. These courses may be selected by the student or in consultation with the BSCD Senior Advisers (Megan McNulty, mmcnulty@uchicago.edu and Christine Andrews, candrews@uchicago.edu). If the student chooses to complete a “specialization” (see sections that follow), courses should be chosen in consultation with the Specialization adviser (listed below).

NOTE: BIOS 00206 Readings: Biology and BIOS 00299 Advanced Research: Biological Sciences may not be used to meet requirements for the biological sciences major. In most cases, courses listed under the heading Specialized Courses may not be used to meet requirements for the biological sciences major. Limited exceptions are specifically noted.

Summary of Requirements

For students who matriculated prior to Autumn 2010

General Education Requirements

One of the following CHEM sequences (or equivalent): §	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II
One of the following MATH sequences: §	200

MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II	
MATH 15100-15200	Calculus I and Calculus II	
MATH 16100-16200	Honors Calculus I and Honors Calculus II	
One of the following BIOS sequences:		200
BIOS 20181 & BIOS 20182	Cell and Molecular Biology and Genetics	
BIOS 20191 & BIOS 20192	Cell and Molecular Biology and Genetics	
completion of a three-quarter AP sequence *		
Total Units		600
Major Requirements		
One of the following sequences:		300
BIOS 20180s sequence		
BIOS 20190s sequence		
three-quarter AP 5 sequence *		
CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
BIOS 20200	Introduction to Biochemistry	100
Five courses above 20236 in Biological Sciences**		500
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I and Organic Chemistry II	
CHEM 23000-23100	Honors Organic Chemistry I and Honors Organic Chemistry II	
PHYS 12100-12200	General Physics I and General Physics II (or higher) §	200
One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
STAT 22000	Statistical Methods and Applications §	
One additional quantitative course from the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III	
STAT 22000	Statistical Methods and Applications	
Total Units		1600

- * Open only to students with a 5 on the AP biology test (beginning with the 2010–11 entering class, open only to first-years). Upon completion of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement for the biological sciences.
- ** may include BIOS 00298 Undergraduate Research Seminar
- § Credit may be granted by examination. The Biology Fundamentals sequences require an average grade of C or higher in CHEM 10100-10200-11300 Introductory General Chemistry I-II-III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III, a 5 on the AP Chemistry exam, or consent of the department.

Summary of General Education Requirements for AP 5 and Tracks A, B, and C

Beginning with the Graduating Class of 2014

General Education

One of the following CHEM sequences (or equivalent): §		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II	
One of the following MATH sequences: §		200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II	
MATH 15100-15200	Calculus I and Calculus II	
MATH 16100-16200	Honors Calculus I and Honors Calculus II	
One of the following BIOS sequences:		200
BIOS 20150 & BIOS 20151	A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and Introduction to Quantitative Modeling in Biology (Basic)	
BIOS 20150 & BIOS 20152	A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and Introduction to Quantitative Modeling in Biology (Advanced)	
Completion of the three-quarter AP 5 sequence *		
Total Units		600

- * Open only to students with a 5 on the AP biology test. Upon completion of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

§ Credit may be granted by examination. The Biology Fundamentals sequences require an average grade of C or higher in CHEM 10100-10200-11300 Introductory General Chemistry I-II-III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III, a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: AP 5

Beginning with the Graduating Class of 2015****

Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
PHYS 12100-12200	General Physics I and General Physics II (or higher) §	200
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
All of the following:		
BIOS 20234	Molecular Biology of the Cell *	100
BIOS 20235	Biological Systems	100
BIOS 20236	Biological Dynamics ***	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 20242	Principles of Physiology	100
STAT 22000	Statistical Methods and Applications (or higher, or petition BSCD for replacement)	100
Four courses above BIOS 20242 in Biological Sciences **		400
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I and Organic Chemistry II	
CHEM 23000-23100	Honors Organic Chemistry I and Honors Organic Chemistry II	
Total Units		1600

* Open only to students with a 5 on the AP biology test. Upon completion of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

** May include BIOS 00298 Undergraduate Research Seminar

*** Students who matriculated prior to 2011 use one of the following courses as the third quarter of the sequence: BIOS 20242 (p. 149) Principles of Physiology, BIOS 20243 (p. 149) From Neurons to Behavior: The Morphological and Physiological Basis of Movement, BIOS 20246 (p. 149) Photons to Consciousness, BIOS 20249 (p. 149) Genome Informatics: Genome Organization, Expression, and Transmission, BIOS 20256 (p. 149) Developmental Genetics and Evolution, BIOS 20258 (p. 149) From Atomic Coordinate to Protein Function, or BIOS 20260 (p. 149) Chordate Evolutionary Biology.

**** Students graduating before 2015 should refer to the catalog of their year of matriculation for major requirements.

§ Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: Track A

Beginning with Graduating Class of 2014

Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
PHYS 12100-12200	General Physics I and General Physics II (or higher) §	200
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher)	
All of the following:		
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20188	Fundamentals of Physiology	100
BIOS 20190	Principles of Developmental Biology	100
BIOS 20200	Introduction to Biochemistry	100
Five courses above BIOS 20236 in Biological Sciences **		500
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I and Organic Chemistry II	
CHEM 23000-23100	Honors Organic Chemistry I and Honors Organic Chemistry II	
Total Units		1600

** may include BIOS 00298 Undergraduate Research Seminar.

§ Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: Track B

Beginning with Graduating Class of 2014

Major

CHEM 11300	Comprehensive General Chemistry III (or higher) §	100
PHYS 12100-12200	General Physics I and General Physics II (or higher) §	200
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher)	
All of the following:		
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20189	Fundamentals of Developmental Biology	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 20242	Principles of Physiology	100
Five courses above BIOS 20236 in Biological Sciences**		500
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I and Organic Chemistry II	
CHEM 23000-23100	Honors Organic Chemistry I and Honors Organic Chemistry II	
Total Units		1600

** May include BIOS 00298 Undergraduate Research Seminar.

§ Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: Track C

Beginning with Graduating Class of 2014

Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
One of the following two-quarter sequences:		200

CHEM 22000-22100	Organic Chemistry I and Organic Chemistry II	
CHEM 23000-23100	Honors Organic Chemistry I and Honors Organic Chemistry II	
PHYS 12100-12200	General Physics I and General Physics II (or higher) §	
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications	
All of the following:		
BIOS 20196	Ecology and Conservation	100
BIOS 20197	Evolution and Ecology	100
BIOS 20198	Biodiversity	100
Five courses above BIOS 20236 in Biological Sciences **		500
Three additional quantitative courses and one Genetics course chosen in consultation with the BSCD Senior Adviser Christine Andrews (candrews@uchicago.edu).		400
Total Units		1600

** May include BIOS 00298 Undergraduate Research Seminar

§ Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

GRADING

Students must receive quality grades in all courses that meet requirements for the biological sciences major.

RESEARCH OPPORTUNITIES

Students are encouraged to carry out individual guided research in an area of their interest. A student may propose an arrangement with any faculty member in the Division of the Biological Sciences to sponsor and supervise research on an individual tutorial basis. Students register for BIOS 00199 Undergraduate Research or BIOS 00299 Advanced Research: Biological Sciences for course credit. Consult the following course description section for information about procedures, grading, and requirements for registration in BIOS 00199 Undergraduate Research and BIOS 00299 Advanced Research: Biological Sciences. For more information, see bscd.uchicago.edu/content/undergraduate-research. NOTE: Course credit cannot be given for work that is compensated by a salary.

Some financial support may be available to students for summer research through their research supervisors or through fellowships awarded competitively by the

Biological Sciences Collegiate Division. The deadline for applications for fellowships is early March preceding the summer of the fellowship application.

HONORS

Honors in Biological Sciences can be earned via one of two tracks. Scholar Honors: This track recognizes exceptional academic performance (minimum cumulative GPA of 3.6 or above), including submission and acceptance of a scholarly thesis. Research Honors: This track emphasizes exceptional achievement in a program of original research (minimum cumulative GPA of 3.25 or above) plus submission and acceptance of an in-depth research thesis. Both programs require formal declarations of intent to seek Honors by the candidates. The details of each program are provided on the BSCD Website (<http://bscd.uchicago.edu/content/graduating-honors>). Candidates must apply for either program no later than the beginning of Spring quarter of their third year in the College.

NOTE: For students graduating in Winter or Spring Quarters of 2014 only, the minimum GPA required to apply for Scholar Honors is 3.25.

PRE-MED SEQUENCE FOR NONMAJORS

This integrated, six-course sequence explores the molecular, cellular, organismal and biochemical properties of living systems. Open only to first-years who intend to pursue a major other than biology, it is designed to prepare students with the fundamental knowledge required for graduate study in the health professions. The sequence begins in the first year with BIOS 20170 Microbial and Human Cell Biology in the Winter Quarter and BIOS 20171 Human Genetics and Developmental Biology and BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter. In the second year, the sequence continues with both BIOS 20173 Perspectives of Human Physiology and BIOS 20174 An Introduction to Bioinformatics in the Autumn Quarter, and then concludes in the Winter Quarter with BIOS 20175 Biochemistry and Metabolism. BIOS 20171 Human Genetics and Developmental Biology must be taken concurrently with BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter of the first year, and BIOS 20173 Perspectives of Human Physiology must be taken concurrently with BIOS 20174 An Introduction to Bioinformatics in the Autumn Quarter of the second year. The courses in this sequence cannot be applied toward a major in Biological Sciences.

SPECIALIZATION PROGRAMS IN THE BIOLOGICAL SCIENCES

Students who wish to complete a "specialization" should discuss their plans with the specialization chair in Spring Quarter of their second year. Students may complete only one specialization.

SPECIALIZATION IN CANCER BIOLOGY

Students who complete the requirements detailed below will be recognized as having completed a specialization in cancer biology.

To be eligible to carry out a specialization in cancer biology, students must average a B grade in the Fundamentals Sequences BIOS 20180 or 20190.

Students who plan to specialize in cancer biology are advised to begin the required specialization courses below in their third year. Students who elect to specialize should consult Dr. Kay F. Macleod, The Ben May Department for Cancer Research and the Committee on Cancer Biology (kmacleod@uchicago.edu), who is available to advise on the objectives of the specialization and the importance of each of the classes, and to identify labs in which individual research projects can be carried out.

The following two courses are required for a specialization in cancer biology. To continue in the specialization, students must achieve an A or B grade in both courses.

BIOS 25108	Cancer Biology	100
BIOS 25308	Heterogeneity in Human Cancer: Etiology and Treatment	100

To complete the specialization in cancer biology, students should also take one of the following two courses in either their junior or senior years, having successfully completed BIOS 25108 and BIOS 25308 above, and started work in their chosen research laboratory.

BIOS 25309	Cancer Metastasis	100
BIOS 29308	Pharmacogenomics	100

Laboratory Research

To complete the specialization in cancer biology, students will also carry out individual guided research, participate in the honors research program, and attend cancer biology-related seminars. Participation in the research component of the specialization in cancer biology is by invitation only and is based on: (1) performance in the above-mentioned courses, (2) identification of a research project and mentor, (3) submission of a research abstract for consideration by the end of the Winter Quarter of their junior year to the Director of the Specialization in Cancer Biology (Dr. Kay Macleod).

Independent research projects performed by students in the specialization in cancer biology must be approved by the Director of the Specialization (Dr. Macleod) and be of sufficiently high standard to qualify as a senior honors project and ideally to produce data that contributes to peer-reviewed publication.

Students are encouraged to begin their research project no later than the Spring/Summer Quarter of their junior year.

SPECIALIZATION IN CELLULAR AND MOLECULAR BIOLOGY

Students majoring in biological sciences who meet the following requirements will be recognized as having completed a specialization in the area of cellular and molecular biology.

The following requirements must be met:

Courses

One of the following:		100
CHEM 22200	Organic Chemistry III	
CHEM 23200	Honors Organic Chemistry III	

Three of the following: *	300
BIOS 21207 Cell Biology	
BIOS 21236 Genetics of Model Organisms	
BIOS 21237 Developmental Mechanisms	
or BIOS 23299 Plant Development and Molecular Genetics	
BIOS 21208 Fundamentals of Molecular Biology	
Total Units	400

* three of the five 20200-level courses in the biological sciences that are required for the biological sciences major must be completed within the specialization.

Laboratory Research

Completion of an independent research project that either:

1. qualifies as a senior honors project; or
2. is approved by the director of the specialization.

The specialization in cellular and molecular biology is administered by the Department of Molecular Genetics and Cell Biology. For more information, consult Gayle Lamma (702.9837, gklamma@uchicago.edu).

SPECIALIZATION IN ECOLOGY AND EVOLUTION

Students majoring in biological sciences who complete the course work indicated below and write a research-based senior thesis will be recognized as having completed a specialization in ecology and evolution. This specialization is recommended for students who are interested in pursuing graduate work in the field or in laboratory sciences of ecology, evolution, population genetics, or behavior. Based on the student's particular interest, he or she will select a faculty adviser, who then may recommend specific courses necessary to meet the specialization requirements (see following section). The faculty adviser may also help the student find an appropriate research lab in which to conduct an individual research project.

The following requirements must be met:

Courses

1. Students intending to pursue the Ecology and Evolution specialization are strongly encouraged to follow Track C for the BIOS fundamentals sequence.
2. Students in the Ecology and Evolution specialization must take three courses in statistics (STAT 22000 Statistical Methods and Applications or higher) or other quantitative approaches relevant to their research plans (BIOS 26210 Mathematical Methods for Biological Sciences I and BIOS 26211 Mathematical Methods for Biological Sciences II recommended). These courses can count toward the quantitative requirements for Track C.
3. Three of the upper-level courses required for completion of the BIOS major must be chosen from a menu of courses in behavior, ecology, evolution, and genetics.

Students must select the courses required for the Ecology and Evolution specialization in consultation with the faculty research adviser, the director of the

specialization (Cathy Pfister, 834.0071, cpfister@uchicago.edu) or the BSCD Ecology and Evolution adviser (Chris Andrews, 702.1214, candrews@uchicago.edu).

Laboratory or Field Research

Students specializing in Ecology and Evolution must perform original research under the guidance of a member of the ecology and evolution faculty and write a senior thesis based on this research. The research paper should be submitted before the end of third week in Spring Quarter. NOTE: Students must complete field research by the end of the growing season (summer) of their third year.

The specialization in ecology and evolution is administered by the Department of Ecology and Evolution. For more information, please consult the director of the specialization, Cathy Pfister (834.0071, cpfister@uchicago.edu).

SPECIALIZATION IN ENDOCRINOLOGY

After taking the following three courses, students majoring in biological sciences will be recognized as having completed a specialization in endocrinology. Students who complete the specialization will be well versed in all aspects of endocrinology, ranging from basic cell signaling to the integration of endocrine systems and their dysregulation in human disease. Students will also have the option of participating in a hands-on research component in an endocrinology lab. The prerequisite for these courses is completion of the Fundamentals Sequence. It is strongly recommended that students complete a Biochemistry course before enrolling; however, the specialization can be completed as Endocrinology I–II–III or Endocrinology II, III, I.

Introductory Courses

BIOS 25226	Endocrinology I: Cell Signaling (Autumn)	100
BIOS 25227	Endocrinology II: Systems and Physiology (Winter)	100
BIOS 25228	Endocrinology III: Human Disease (Spring)	100

The specialization in endocrinology is administered by the Institute for Endocrine Discovery & Clinical Care, the Committee on Molecular Metabolism & Nutrition, and the NIH funded Diabetes Research & Training Center. For more information, consult Matthew Brady (mbrady@medicine.bsd.uchicago.edu).

SPECIALIZATION IN GENETICS

Biological sciences majors who obtain a B or better in seven courses from the list below and complete an independent research project will be recognized as having fulfilled the requirements for a specialization in the area of genetics. Please consult Jocelyn Malamy (jmalamy@bsd.uchicago.edu) if you would like to request approval for any non-listed course with significant genetics content to satisfy this requirement.

Introductory Courses (3 courses)

One of the following:		100
BIOS 20182	Genetics	
BIOS 20187	Fundamentals of Genetics	

BIOS 20235	Biological Systems	
One of the following:		100
BIOS 20185	Ecology and Evolution	
BIOS 20197	Evolution and Ecology	
and		
STAT 22000	Statistical Methods and Applications (section focused on biological data)	100
Advanced Courses (4 courses)		
BIOS 21206	Human Evolution and Disease	100
and one of the following:		100
BIOS 21236	Genetics of Model Organisms (Autumn)	
BIOS 23258	Molecular Evolution I: Fundamentals and Principles (Winter)	
and two of the following:		200
BIOS 21208	Fundamentals of Molecular Biology (Winter)	
BIOS 21216	Intro Statistical Genetics (Winter)	
BIOS 21237	Developmental Mechanisms (Winter)	
BIOS 21229	Genome Informatics: How Cells Reorganize Genomes (Winter)	
BIOS 21306	Human Genetics and Evolution (Autumn)	
BIOS 23286	An Introduction to Population Genetics (Spring)	
BIOS 23299	Plant Development and Molecular Genetics (Spring)	
BIOS 25216	Molecular Basis of Bacterial Diseases (Winter)	
BIOS 25287	Introduction to Virology (Spring)	
BIOS 28407	Genomics and Systems Biology (Spring)	
BIOS 29319	What Genomes Teach About Evolution (Spring)	
Total Units		700

Laboratory Research

completion of an independent research project.

The project must either:

qualify as a senior honors project

or

be approved by the director of the specialization.

The specialization in genetics is administered by the Committee on Genetics. Consult Jocelyn Malamy (702.4651, jmalamy@bsd.uchicago.edu) for more information.

SPECIALIZATION IN IMMUNOLOGY

After taking three of the four courses listed below, students majoring in biological sciences will be recognized as having completed a specialization in immunology. The fourth course is available to students who wish further study.

Students are required to take the following three courses:

BIOS 25256	Immunobiology (Autumn)	100
BIOS 25258	Immunopathology (Winter)	100
BIOS 25266	Molecular Immunology (Spring)	100

The following is an elective course:

BIOS 25260	Host Pathogen Interactions (Autumn)	100
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For more information, students should consult with Bana Jabri, Department of Pathology and the Committee on Immunobiology (834.8670, bjabri@bsd.uchicago.edu).

Accelerated Program in Immunology

The University of Chicago Graduate Program in Immunology permits undergraduate students who have demonstrated outstanding potential for graduate studies in biology to begin graduate school during their fourth year in the College. This is a competitive merit-award program.

Because of the accelerated nature of the curriculum, applicants must have outstanding academic credentials (i.e., GPA typically in the range of 3.7 and GRE scores typically not less than 1400). Eligible students also have a clear understanding of their motivation for immunology. Laboratory experience is not mandatory but highly encouraged.

Candidates will apply to the Graduate Program in Immunology at the University of Chicago during their third year in the College. Eligible students must have completed thirty-three credits (of the forty-two required for a degree in the College) by the end of their third year. These thirty-three credits must include all fifteen general education requirements and one-half of the requirements for their major.

For further information, contact Bana Jabri, Department of Pathology and the Committee on Immunobiology (834.8670, bjabri@bsd.uchicago.edu).

SPECIALIZATION IN MICROBIOLOGY

Students majoring in biological sciences who complete the following requirements will be recognized as having completed a specialization in microbiology. Students register for three required courses in the specialization (BIOS 25206 Fundamentals of Bacterial Physiology, BIOS 25216 Molecular Basis of Bacterial Diseases, and BIOS 25287 Introduction to Virology). Several electives are available to provide additional training in microbiology. With prior approval from the specialization chair, it may be possible to substitute one course from the list of suggested electives for one of the required courses. For more information, students should consult with Dominique Missiakas, undergraduate adviser of the Committee on Microbiology (834.8161, dmissiak@bsd.uchicago.edu).

Students are required to take the following three courses:

BIOS 25206	Fundamentals of Bacterial Physiology (Autumn)	100
BIOS 25216	Molecular Basis of Bacterial Diseases (Winter)	100
BIOS 25287	Introduction to Virology (Spring)	100
Total Units		300

SPECIALIZATION IN NEUROSCIENCE

Students majoring in biological sciences who complete the three required courses on the list that follows will be recognized as having completed a specialization in neuroscience. Students who elect to specialize should consult Nicholas Hatsopoulos (702.5594, nicho@uchicago.edu), who is available to advise on the choice of classes and to help identify labs in which individual research projects can be carried out. Students who plan to specialize are encouraged to begin the required sequence below in Autumn Quarter of their third year, carry out individual guided research, participate in the honors research program, and attend neurobiology/ biopsychology-related seminars.

BIOS 24203	Introduction to Neuroscience (Autumn)	100
BIOS 24204	Cellular Neurobiology (Winter)	100
BIOS 24205	Systems Neuroscience (Spring)	100
Total Units		300

MINOR PROGRAM IN THE BIOLOGICAL SCIENCES

Students who elect the minor program must meet with the master or one of the senior advisers of the Biological Sciences Collegiate Division by the Spring Quarter of their second year in order to obtain consent to pursue the minor and to plan out the appropriate curriculum.

The minor in Biological Sciences requires a total of seven BIOS courses beyond the general education requirement. Courses in the minor may be selected from a specific area of the biological sciences (e.g., molecular and cell biology, genetics, evolutionary biology, developmental biology, organismal biology, ecology, neurobiology, immunobiology, microbiology). Alternatively, courses may be selected from related areas to construct a program that gives a more inclusive account of how different disciplines of biology interact. These areas could comprise, for instance, immunology and microbiology, organismal biology and evolution, genetics and genomics, developmental biology and evolution, or ecology and evolution. Other combinations are also possible.

Students must meet general education requirements for the biological sciences and the physical sciences before entering the program. Biological Sciences courses at the 10000-level or above, Natural Sciences (NTSC) courses, and MATH 11200 Studies in Mathematics I and MATH 11300 Studies in Mathematics II or MATH 13100 Elementary Functions and Calculus I and MATH 13200 Elementary Functions and Calculus II are the minimal general education requirements for the minor. Students interested in completing the minor are strongly encouraged to take BIOS 20150 A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic)

(or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced)) to complete the general education requirement in the biological sciences, as these courses also serve as prerequisites to the Fundamentals courses (BIOS 20186-88/89 or BIOS 20196-98), three of which are required for the minor. Students who fulfill their BIOS general education requirements via other paths may also request approval to pursue the minor. General Chemistry and Organic Chemistry are not specifically required. These courses would, however, allow for a greater variety of upper-level Biological Sciences courses, especially those in the areas of molecular and cellular biology; chemistry and/or biochemistry are usually prerequisites for those courses.

Following completion of the general education requirements, the minor can then be completed by taking three Fundamentals courses and at least four upper level electives to be chosen in consultation with one of the senior advisers in the Biological Sciences Collegiate Division.

No course in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses with University of Chicago course numbers.

Prior to beginning the minor program, students must obtain formal approval from the master or one of the senior advisers in the biological sciences on a form obtained from their College adviser and returned to the adviser by the deadline. To schedule an appointment with the master, students should contact Kirsten Cole (kcole@uchicago.edu). Alternatively, students can schedule an appointment with one of the senior advisers (Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu)).

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MINOR PROGRAM IN COMPUTATIONAL NEUROSCIENCE

The minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. Computational neuroscience is a relatively new interdisciplinary area of inquiry that is concerned with how components of animal and human nervous systems interact to produce behaviors. It relies on quantitative and modeling approaches to understand the function of the nervous system and to design human-made devices that duplicate behaviors. Course work in computational neuroscience can prepare students for graduate studies in neurobiology or psychology, in the mathematical or engineering sciences, or in areas of medicine such as neurology or psychiatry. It can lead to either traditional academic careers or to opportunities in the corporate world. For more information, visit cns.bsd.uchicago.edu.

This minor is a good option for students who are majoring in biological sciences and are interested in mathematical approaches to biology, or for students who are majoring in computer science, mathematics, physics, psychology, or statistics and have an interest in neuroscience. Students electing this minor must have completed, or placed out of, the equivalent of a year of collegiate-level calculus and must have completed the general education requirement for the biological sciences.

The minor requires completion of the following five courses:

BIOS 24231	Methods in Computational Neuroscience	100
BIOS 24232	Computational Approaches to Cognitive Neuroscience	100
BIOS 26210-26211	Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II *	200
BIOS 29408	Signal Analysis and Modeling for Neuroscientists	100
Total Units		500

* Autumn and Winter Quarters of the Mathematical Methods for Biological Sciences sequence

Students who elect the minor program are required to meet with the chair of the Committee on Computational Neuroscience (Nicholas Hatsopoulos) by the end of Spring Quarter of their third year. Students must obtain formal approval from the chair to complete the minor program on a form obtained from their College adviser and returned to the adviser by the deadline. No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Students must earn a B- average or above in courses counted toward the minor.

COURSES: BIOLOGICAL SCIENCES (BIOS)

Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

In the following course descriptions, L indicates courses with a laboratory.

Biological Sciences Sequences for Nonmajors

Students choose from the following options to meet the biological sciences requirement. The requirement should be completed by the end of the second year.

1. Students may choose to take BIOS 10130 Core Biology as their first course. For their second quarter, students choose from a menu of topics courses (BIOS 11000–19999) that are comprehensive reviews of specialized topics in the biological sciences (descriptions follow). Nonmajors are encouraged to enroll in additional biological sciences courses that cover topics of interest to them.

Multiple sections of BIOS 10130 Core Biology are taught throughout the year. Sections are taught from a different perspective based upon the specialty of the instructor. The different descriptions are listed below. The student should register for the section that best suits their interests based upon the descriptions below.

BIOS 10130. Core Biology. 100 Units.

What is life? How does it work and evolve? This course uses student-centered interactive learning in the lab, assigned readings from both the popular press and primary scientific literature, and directed writing exercises to explore the nature and functions of living organisms, their interactions with each other, and their environment.

Terms Offered: Autumn, Winter, Spring

Section Descriptions of 10130. Core Biology

A. Neurobiology. The brain and being human: What does it mean to be human? What makes us unique and how have we evolved? Bridging the brain, the body, and biological behavior, this course uses inquiry-driven interactive learning activities, readings from the popular and scientific press, and directed writing exercises to explore the brain and the biological basis of being human. *M. McNulty. Autumn, Winter. L.*

B. Microbes and Immunity. These sections cover the most basic concepts in biology, such as life, macromolecules, cells, energy, metabolism, evolution, and genomics, as well as human anatomy and physiology. These particular sections draw examples from microbiology and immunology to tie these basic concepts together. The impact of our interactions with microorganisms in our evolution is highlighted in many ways. Hands-on laboratories, readings, and discussion sessions complement lectures. *B. Fineschi. Autumn, Winter, Spring. L.*

C. Basic Biology. What is life? How does it work and evolve? This course uses student-centered interactive learning in the lab, assigned readings from both the popular press and primary scientific literature, and directed writing exercises to explore the nature and functions of living organisms, their evolution, and their interactions with each other. *A. Hunter. Autumn, Winter, Spring. L.*

D. Biotechnology. In the first half of this course, basic biology concepts related to biotechnology are covered. These include lectures on life, cells, macromolecules, metabolism, and genetics, complemented by hands-on laboratories. The second half of the course involves student-led topical research and presentations on various aspects of biotechnology, such as plant biotechnology, animal biotechnology, microbial biotechnology, response to bioterrorism, and examining the consequences of developments in these areas. *N. Bhasin. Spring. L.*

2. Students may choose one of the sequences below (BIOS 10450 Pharmacological Perspectives in Cell and Molecular Biology and BIOS 10451 Pharmacological Perspectives II or BIOS 10500 Metabolism and Exercise and BIOS 10501 Metabolism and Nutrition or BIOS 10602 Multiscale Modeling of Biological Systems I. and BIOS 10603 Multiscale Modeling of Biological Systems II) as an alternative to BIOS 10130 Core Biology. Taking one of these sequences meets the general education requirement in biological sciences.

BIOS 10450. Pharmacological Perspectives in Cell and Molecular Biology. 100 Units.

This course introduces concepts related to the use, pharmacodynamic properties, manner in which drugs act at the molecular and/or cellular level, and their effects at the organismal level.

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

Prerequisite(s): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10451. Pharmacological Perspectives II. 100 Units.

The goal of this course is to learn the pharmacological principles by which drugs act, at the molecular and cellular level, to affect an organ/organ systems of the human body. The pharmacodynamics, pharmacokinetic, pharmacotherapeutics and toxicology of a number of drugs are discussed. Drugs currently in the media, how these drugs affect different systems ranging from cardiovascular to the central nervous system, and the fundamental basis for the use of drugs are covered.

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

Prerequisite(s): BIOS 10450. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10500. Metabolism and Exercise. 100 Units.

Must be taken in sequence with BIOS 10501. This course examines the flow of energy through the human body—from what we eat to what we can do. Basic physiology, metabolism, and exercise concepts are covered from cells to systems. Students should be prepared to alter their diet and/or physical activity. This course is intended to be followed by BIOS 10501 (Metabolism and Nutrition).

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

Prerequisite(s): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10501. Metabolism and Nutrition. 100 Units.

Must be taken in sequence with BIOS 10500. Taking a scientific approach to nutrition, this course covers nutritional requirements and why they are required for human health by exploring their function at the cellular and molecular level. Basic physiology concepts related to nutritional health are covered, including digestive physiology and some aspects of endocrinology. As a continuation of the exercise concepts covered in BIOS 10501, the relationship between exercise and nutrition is considered. Students complete a dietary analysis of their food intake to critique their individual nutritional health.

Instructor(s): P. Strieleman Terms Offered: Spring

Prerequisite(s): BIOS 10500. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Note(s): Credit may not be earned for both BIOS 10501 and BIOS 12114.

BIOS 10602. Multiscale Modeling of Biological Systems I. 100 Units.

This course is intended for students with strong quantitative background, such as those majoring in physical sciences or economics. The first course in the sequence begins with the organization of life at the molecular level, and builds a physical understanding to the workings of macromolecules such as proteins, membranes, DNA, and RNA. Students learn computational tools such as molecular dynamics simulations to investigate the function of proteins.

Instructor(s): D. Kondrashov, E. Kovar Terms Offered: Autumn. L.

Prerequisite(s): MATH 13300/15300/16300 or equivalent placement This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10603. Multiscale Modeling of Biological Systems II. 100 Units.

The second course in the sequence focuses on biological information. Students learn about biological databases, algorithms for sequence alignment, phylogenetic tree building, and systems biology. The goal is to take the mechanistic understanding of molecular biology developed in the first quarter, and synthesize into a larger, system-level view of living things. Students implement computational algorithms using Python.

Instructor(s): E. Haddadian Terms Offered: Winter, L.

Prerequisite(s): BIOS 10602. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Topics Courses for Nonmajors

The courses that follow have a prerequisite of BIOS 10130 Core Biology, or a score of 4 or 5 on the AP biology test. Attendance is required at the first class to confirm enrollment.

BIOS 11119. The Biology of Gender. 100 Units.

This course explores the biological evidence and theories that seek to explain gender in humans. This course relies on current research in neuroscience, physiology, and cell biology to address topics such as the genetics of gender; sexual differentiation of the fetus; sexually dimorphic brain regions; the biology of gender identity and gender preference; and hormonal/environmental contributions to gender.

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

Prerequisite(s): PQ: BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): GNSE 12000

BIOS 11125. Life through a Genomic Lens. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): ENST 12402

BIOS 11128. Introduction to Human Genetics. 100 Units.

This course covers both classical Mendelian human genetics and advances in molecular genetics. We discuss the inheritance of normal human traits and a variety of genetic diseases, including single gene traits and multifactorial, complex traits. Other topics include chromosome abnormalities, sex inheritance, human population genetics, and microevolution.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 11129. Human Use and Abuse of Biological Molecules. 100 Units.

This course explores the science (molecular, microbial, and evolutionary) as well as some environmental, medical, and ethical issues associated with our use of biological molecules. Antibiotics and pesticides serve as case studies.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 11140. Biotechnology for the 21st Century. 100 Units.

This course is designed to provide a stimulating introduction to the world of biotechnology. Starting with an overview of the basic concepts of molecular biology and genetics that serve as a foundation for biotechnology, the course will segue into the various applied fields of biotechnology. Topics will include microbial biotechnology, agricultural biotechnology, biofuels, cloning, bioremediation, medical biotechnology, DNA fingerprinting and forensics. The goal of this course is to provide the Biology non-majors with an appreciation of important biotechnology breakthroughs and the associated bioethics issues

Instructor(s): N. Bhasin Terms Offered: Autumn, Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12107. Cell Biology of Physiological Stress. 100 Units.

This course studies the application of cell biology principles to physiological stress. We use paradigms (e.g., fasting) to talk about organ interactions (e.g., the Cori cycle). This includes discussions of receptors, kinases, and other cellular biology.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12114. Nutritional Science. 100 Units.

This course examines the underlying biological mechanisms of nutrient utilization in humans and the scientific basis for setting human nutritional requirements. The relationships between food choices and human health are also explored. Students consider how to assess the validity of scientific research that provides the basis for advice about how to eat healthfully. Class assignments are designed to help students apply their knowledge by critiquing their nutritional lifestyle, nutritional health claims, and/or current nutrition policy issues.

Instructor(s): P. Strieleman Terms Offered: Autumn, Summer

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Note(s): Credit may not be earned for both BIOS 12114 and BIOS 10501

BIOS 12115. Responses of Cardiopulmonary System to Stress. 100 Units.

This course discusses basic concepts involved in the functioning of the cardiopulmonary system, followed by various types of patho-physiological stresses experienced by the lungs and heart. We discuss how these systems adapt to stress conditions by turning on "emergency response" mechanisms at the molecular, cell, tissue, and organ levels. We also discuss current strategies and drugs designed to treat maladaptive changes taking place in the heart and lungs under stress.

Instructor(s): M. Gupta, K. Birukov Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12116. The Human Body in Health and Disease. 100 Units.

This course is designed to provide an overview of physiological organ systems under different states of health and disease. A comprehensive tour through the human body will take students through the anatomy and functioning of several systems including, but not limited to, the cardiovascular, respiratory, nervous, renal, gastrointestinal, and immune systems. We will examine each of these systems under normal conditions and from the perspective of disease. A variety of pathological conditions including diabetes, heart and kidney diseases, neurodegenerative conditions, and autoimmune diseases, will be covered with an emphasis on how many diseases involve multiple organ systems.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12117. The 3.5 Billion Year History of the Human Body. 100 Units.

This course looks at the structure, function, and deep history of the human body. Each major organ and system of the body is explored from perspectives of anatomy, paleontology, and developmental genetics to reveal the deep history of the body and our connections to the rest of life on the planet.

Instructor(s): N. Shubin Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12118. The Descent of Man: Human Health across the Ages. 100 Units.

This course examines the relationship between human health, lifestyles, and environment. How have agriculture, urbanization, and industrialization affected human health? We discuss measures of health among hunting and gathering societies, after the development of agriculture and large settlements, at the dawn of the city, and in contemporary industrialized and developing societies. Topics include diet, malnutrition, malaria, the bubonic plague, sanitation, pollution, the obesity epidemic, stress, and sleep.

Instructor(s): K. Knutson Terms Offered: Autumn. Offered every other year in odd years

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13107. Environmental Ecology. 100 Units.

This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.

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

Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): ENST 12404, NTSC 10400

BIOS 13111. Natural History of North American Deserts. 100 Units.

This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13112. Natural History of North American Deserts: Field School. 100 Units.

This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.

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

Prerequisite(s): Consent of instructor. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13115. From So Simple a Beginning: Evolution. 100 Units.

This course discusses a wide range of biological and geological phenomena in the light of evolutionary theory. The material is presented in the form of scientific inquiry to provide insight into how we know what we know. Concepts are presented using examples relevant to the human condition and human evolution. The diversity of organisms is demonstrated throughout the course in the lectures, using living and preserved specimens. Practical sessions in the Evolving Planet exhibit of the Field Museum required.

Instructor(s): P. Sierwald, R. Bieler Terms Offered: Winter

Prerequisite(s): PQ: BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13123. Evolution of the Natural World III: Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. (L)

Instructor(s): D. Jablonski Terms Offered: Autumn

Prerequisite(s): For students in the NTSC sequence: MATH 10600, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10600, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Equivalent Course(s): NTSC 10300

BIOS 13125. Ecology and the Environment. 100 Units.

This course introduces the principles of ecology and environmental biology. Focusing on both studies of wild populations of plants and animals as well as human ecology, we discuss population growth, the distribution and abundance of species, and conservation biology. Other topics include such current environmental issues as climate change, invasive species, and resource use. This course is intended for students who are not majoring in biological sciences or who are seeking an introductory understanding of ecology and environmental biology.

Instructor(s): S. Pruett-Jones Terms Offered: Summer

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13126. Tropical Ecology: Biodiversity and Human Impacts. 100 Units.

This course covers the description of the geographic distribution of the tropics, the nature of biological communities found there in contrast with temperate communities, and the interrelations of those communities with human society, both indigenous and global. Conservation of tropical biodiversity and ecosystem services related to human populations and exploitation of resources is a major theme of the course.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13128. Plant-Animal Interactions. 100 Units.

In this course we investigate the ecological interactions between plants and animals, and their evolution. Through readings and discussion we explore herbivory and mutualisms (pollination, seed dispersal). How do plants defend themselves against herbivores? How have plants and their seed dispersers, pollinators, and predators co-evolved?

Instructor(s): A. Hunter Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13131. Chicago's Natural History: Where is it, What is it, and There it Goes! 100 Units.

In this course you will explore the organisms of the Chicago region, and learn how to identify major groups of organisms: animal phyla and some orders and classes, plant divisions and higher plant families. The identification principles will be useful beyond Chicago as well. The class will combine field and lab exercises in sampling and identification, and lectures on the ecology and evolution of the organisms, with an emphasis on species native to the region. Be prepared to work outdoors and walk around Hyde Park, carrying a net and with binoculars on, in all sorts of weather. L. Instructor(s): A. Hunter Terms Offered: Autumn

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13140. The Public and Private Lives of Insects. 100 Units.

This course examines the ecology and evolution of insects, from their early evolution over 350 million years ago to their adaptations that allow them to exploit nearly every habitat on earth and become the most diverse animal group on the planet. We explore the basic biology of insects that have allowed them to become the largest group of animals on the planet, making up approximately 1.5 million of the 2 million described species.

Instructor(s): E. Larsen Terms Offered: Autumn, Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 14112. Workings of the Human Brain: From Brain to Behavior. 100 Units.

This course examines how the brain generates behavior. Topics include the organization of the nervous system; the mechanisms by which the brain translates external stimuli into electrical and chemical signals to initiate or modify behavior; and the neurological bases of learning, memory, sleep, cognition, drug addiction, and neurological disorders.

Instructor(s): M. McNulty Terms Offered: Winter, Summer

Prerequisite(s): BIOS 10130, Neurobiology section taught by M. McNulty. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 14114. Drugs Galore: What They Are and What They Do To You. 100 Units.

The course will cover several drugs used and abused (such as alcohol, ritalin, adderall, cannabinoids), their targets and pharmacological actions.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15106. Plagues: Past and Present. 100 Units.

This course explores selected examples of ancient, re-emerging, and emerging pathogens in the context of biology, as well as epidemiology and the selective pressures that influence the spread and control of epidemics. Emphasis is placed on the biological basis of how microbes gain access to and cause damage in their hosts and the struggle between the pathogen and the host's immune system. Students also gain an understanding of the basis for diagnostic procedures, treatments, and immunization. Discussion sessions required in addition to lectures.

Instructor(s): S. Boyle-Vavra Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15115. Cancer Biology: How Good Cells Go Bad. 100 Units.

This lecture/discussion course examines the multi-step process by which normal cells become malignant cancer cells. Topics include how defects in the regulation of proliferation, differentiation, and apoptosis can occur in cancer cells, as well as how cancer cells can acquire the ability to attract blood vessels (angiogenesis) and to invade other organ systems (metastasis). We emphasize the study of signal transduction pathways and how they are altered in cancer cells. The concept of genes that cause cancer (oncogenes) and genes that deter cancer (tumor suppressor genes) is discussed. New disease treatments that target specific molecular defects within cancer cells are reviewed.

Instructor(s): M. Villereal Terms Offered: Winter, Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15119. Immunology: Light and Tasty. 100 Units.

The goal of this course is to familiarize students with the properties of the immune system, with a focus on responses to infections. The material is presented in a series of lectures, and learning is reinforced through reading and discussing relevant current literature. The first half of the course focuses on the cellular and molecular aspects of the immune system. The second half focuses on how the various components are integrated during the response to infectious agents. The flu (including H1N1) and HIV are used as examples.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOLOGICAL SCIENCES SEQUENCES FOR MAJORS AND STUDENTS PREPARING FOR THE HEALTH PROFESSIONS

Fundamentals Sequences

Beginning with students matriculating in Autumn 2010, all first-year students who wish to major in Biological Sciences must take two of the following three courses during Spring Quarter of their first year as prerequisites for the Fundamentals courses. (Chemistry and Biological Chemistry majors can take the Fundamentals Sequences without the Biological Sciences prerequisites (BIOS 20150-20151/20152) unless they pursue a double major in Biological Sciences. They are expected to show

competency in mathematical modeling of biological phenomena covered in BIOS 20151 or BIOS 20152.)

BIOS 20150. A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago. 100 Units.

Biology is the study of life, an emergent, ordered state of matter that evolved on planet earth some 3.5 billion years ago from prebiotic biomolecules that assembled into the last common ancestor of the three major branches of the tree of life (Bacteria, Archaea, and Eukaryotes) that gave rise under natural selection to all known organisms. Life exists and thrives in ecosystems that support the metabolic programs that generate the energy required to create and maintain cellular structure and function. Biologists study all forms of life both past and extant, and the ecosystems that support them, from unicellular microorganisms to the highly evolved human animal with infinizing needs. Biological knowledge and its societal impact have increased dramatically in the last decade, making this an exciting, challenging, and rewarding time to be a biologist. This course prepares students for the rigorous and exciting curricular options available to them in the BSCD. It includes a scientific writing program.

Instructor(s): M. McNulty, C. Andrews, E. Kovar, Staff Terms Offered: Spring

Prerequisite(s): CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200

BIOS 20151. Introduction to Quantitative Modeling in Biology (Basic) 100 Units.

The goal for this course is to give future biologists the quantitative tools to fully participate in modern biological research. These include descriptive statistics, linear regression, stochastic independence and hypothesis testing, Markov models and stationary probability distributions, solutions of linear differential equations, equilibria and stability analysis of nonlinear differential equations. The ideas are applied to different areas of biology, e.g. molecular evolution, allometry, epidemiology, and biochemistry, and implemented by students in computer assignments using the R computational platform.

Instructor(s): D. Kondrashov Terms Offered: Spring. L.

Prerequisite(s): Two quarters of calculus of any sequence (MATH 13200 or 15200 or 16200) AND CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200.

First-year Biology Major standing only.

BIOS 20152. Introduction to Quantitative Modeling in Biology (Advanced) 100 Units.

This is a more advanced version of 20151, intended for students with greater mathematical maturity. In addition to the topics covered in the regular version, students will learn about nonlinear least-squares fitting, eigenvalues and eigenvectors, bifurcations and bistability in differential equations. Additional applications will include phylogenetic distance and systems biology.

Instructor(s): D. Kondrashov Terms Offered: Winter, Spring. L.

Prerequisite(s): MATH placement of 15200 or higher OR completion of MATH 16200 AND CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200. First-year Biology Major standing only.

BIOS 20170 through BIOS 20175

This integrated sequence explores the molecular, cellular, organismal and biochemical properties of living systems. It is designed to prepare students who do not intend to major in biology for graduate study in the health professions. This six-course sequence begins in the first year with BIOS 20170 Microbial and Human Cell Biology in the Winter Quarter and both BIOS 20171 Human Genetics and Developmental Biology and BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter. In the second year, the sequence continues with BIOS 20173 Perspectives of Human Physiology and BIOS 20174 An Introduction to Bioinformatics in the Autumn Quarter and concludes with BIOS 20175 Biochemistry and Metabolism in the Winter Quarter. BIOS 20172 must be taken concurrently with BIOS 20171 in the Spring Quarter of the first year, and BIOS 20174 An Introduction to Bioinformatics must be taken concurrently with BIOS 20173 Perspectives of Human Physiology in the Autumn Quarter of the second year. *This sequence is open only to first-year students and cannot be applied toward a major in Biological Sciences.*

BIOS 20170. Microbial and Human Cell Biology. 100 Units.

This course will cover the nature of life, its evolution and infectious nature, including a laboratory-based introduction to prokaryotes and the human microbiome. It will introduce the microbiome, the virosphere and the cellular world of eubacteria, archae and eukaryotes. Particular emphasis will be devoted to an integrated approach to metazoan cell biology including medically relevant examples such as cancer and infectious disease.

Instructor(s): C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter. L.

Prerequisite(s): First-year standing

BIOS 20171. Human Genetics and Developmental Biology. 100 Units.

This course covers the fundamentals of genetics, with an emphasis on human traits and diseases. Topics include Mendelian genetics, simple and complex traits, genetic diseases, the human genome, and testing for human traits and diseases. After establishing a foundation in genetics, we will discuss mechanisms underlying differentiation and development in humans. We will focus on events that lead to gastrulation and the establishment of the body plan (how humans develop from an unpatterned egg into a recognizable human form). Other topics may include limb development and stem cell biology.

Instructor(s): T. Christianson, C. Schonbaum, R. Zaragoza, C. Andrews Terms Offered: Spring. L.

Prerequisite(s): BIOS 20170

BIOS 20172. Mathematical Modeling for Pre-Med Students. 100 Units.

This course is an introduction to Biostatistics with the goal of providing the future health professionals the powerful tools of data analysis used in modern biological research. We learn how to make good graphical displays as the beginning point of any data analysis. The students also learn statistical tools for quantifying uncertainty, such as estimation and hypothesis testing. We will use a computer statistical package for data analysis. This course does not demand knowledge of mathematics beyond simple algebra.

Instructor(s): E. Haddadian Terms Offered: Spring. L.

Prerequisite(s): BIOS 20170

BIOS 20173. Perspectives of Human Physiology. 100 Units.

This course will explore the structure and function of the human body as a set of integrated, interdependent systems. We will continue the cellular, genetic, and developmental themes of the previous courses to explore the emergent functions of the human body, from cells to systems. The laboratory exercises will allow the students to experience the concepts discussed in lecture in a way that introduces them to the methods of academic research.

Instructor(s): C. Andrews, E. Kovar Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172, BIOS 20174, BIOS 20175

BIOS 20174. An Introduction to Bioinformatics. 100 Units.

Modern biology generates massive amounts of data, and this course is devoted to biological information and the models used to make sense of it. In the first part of the class students will learn about designing proper experiments and clinical trials and they will be introduced to some advanced statistical methods to analyze the data. The second part is an introduction to biological databases and bioinformatics, or the algorithms for dealing with sequences of genetic information from various organisms. The second half will introduce interactions between different entities through the tools of network theory. The mathematical and computational models in this course will be based on discrete-state models, such as Markov chains and networks. The students will be using computational tools to retrieve sequences from databases, and then comparing sequences within and between different gene families. They will learn about mathematical models for measuring phylogenetic distance and building evolutionary trees. After taking the two-quarter mathematical modeling sequence, the student will have the ability to read current biological literature and understand the role of computational and mathematical tools and also will be able to apply modeling in their future scientific/health-care careers.

Instructor(s): E. Haddadian Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20171, BIOS 20172

BIOS 20175. Biochemistry and Metabolism. 100 Units.

The course introduces cellular biochemical metabolism. The chemical characteristics, biochemical properties, and function of carbohydrates, proteins and lipids are introduced. Basic protein structure and enzyme kinetics including basic allosteric interactions are considered. The integration of carbohydrates, proteins and lipids in cellular intermediary metabolism is examined including pathway regulation and bioenergetics. Adaptation of the pathways to changes in nutritional or disease state is used to highlight interrelationships in cellular metabolism.

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

Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172

BIOS 20186 through 20190

This sequence is an introduction to the breadth of biology as a modern scientific discipline. It is designed for students who are preparing for a career in the biological sciences. Topics include cell and molecular biology, genetics, physiology and developmental biology. Students registering for this sequence must have completed or placed out of general or honors chemistry or be enrolled concurrently in general or honors chemistry.

BIOS 20186. Fundamentals of Cell and Molecular Biology. 100 Units.

This course is an introduction to molecular and cellular biology that emphasizes the unity of cellular processes amongst all living organisms. Topics are the structure, function, and synthesis of nucleic acids and protein; structure and function of cell organelles and extracellular matrices; energetics; cell cycle; cells in tissues and cell-signaling; temporal organization and regulation of metabolism; regulation of gene expression; and altered cell functions in disease states.

Instructor(s): Variant A: G. Lamppa, A. Imamoto, T Christianson. Variant B: L. Mets, B. Glick, C. Schonbaum. Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20150 and BIOS 20151. Second year standing or above. An average grade of C or higher in, and completion of, CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department.

BIOS 20187. Fundamentals of Genetics. 100 Units.

The goal of this course is to integrate recent developments in molecular genetics and the human genome project into the structure of classical genetics. Topics include Mendelian inheritance, linkage, tetrad analysis, DNA polymorphisms, human genome, chromosome aberrations and their molecular analysis, bacterial and virus genetics, regulatory mechanisms, DNA cloning, mechanism of mutation and recombination, and transposable elements.

Instructor(s): Variant A: Staff, T. Christianson. Winter. Variant B: Staff, C. Schonbaum, E. Kovar. Winter. L.. Terms Offered: Winter. L.

Prerequisite(s): BIOS 20186

BIOS 20188. Fundamentals of Physiology. 100 Units.

This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. Lectures and labs emphasize physiological reasoning, problem solving, and current research. (Variant A.)

Instructor(s): D. McGehee, D. Hanck, M. Osadjan, C. Andrews Terms Offered: Spring, L.

Prerequisite(s): BIOS 20187

Note(s): Variant A.

BIOS 20189. Fundamentals of Developmental Biology. 100 Units.

This course covers both the classical experiments that contributed to our understanding of developmental biology and the recent explosion of information about development made possible by a combination of genetic and molecular approaches. Examples from both vertebrate and invertebrate systems are used to illustrate underlying principles of animal development. (Variant B.)

Instructor(s): A. Imamoto, R. Ho, C. Schonbaum, E. Kovar Terms Offered: Spring, L.

Prerequisite(s): BIOS 20187BB

Note(s): Variant B.

BIOS 20190. Principles of Developmental Biology. 100 Units.

This course is required of students in the BB sequence. This course will cover important events/processes such as differentiation, lineage, fate, and pattern formation that lead to development of tissues and ultimately the organism. We will review mechanisms that underlie developmental processes, as identified in model organisms - vertebrates (e.g., chicken and mice) and non-vertebrates (e.g., *Drosophila*). (Variant A)

Instructor(s): A. Imamoto, W. Du Terms Offered: Autumn

Prerequisite(s): BIOS 20186AA-BIOS 20187AA

Note(s): Variant A.

BIOS 20196 through 20198

Life, Ecosystems, and Evolution

This sequence is designed for students majoring in Biology and interested in pursuing a course of study in ecology and evolution or environmental science. The three-course sequence is an introduction to biological diversity, conservation biology, principles of ecology, and mechanisms of evolution. Topics include a broad survey of biological diversity and evolutionary relationships, the evidence for evolution, mechanisms of adaptation and speciation, life-history strategies, competition and predation, mechanisms that shape communities, and how these topics apply to current issues in conservation biology. Students in the Variant A sequence are required to take BIOS 20186AA, 20187AA, 20188AA, and 20190AA. Students in the Variant B sequence are required to take BIOS 20186BB, 20187BB, 20189BB, and 20242. Once a variant is started, students may not switch to the other variant unless they have petitioned the BSCD Senior Advisers (Megan McNulty or Christine Andrews).

BIOS 20196. Ecology and Conservation. 100 Units.

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology. We emphasize quantitative methods and their use for applied problems in ecology (e.g., risk of extinction, impact of harvesting, role of species interaction, analysis of global change). Course material is drawn mostly from current primary literature; lab and field components complement concepts taught through lecture. Overnight field trip required.

Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152

Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.

BIOS 20197. Evolution and Ecology. 100 Units.

This course surveys the basic principles of ecology and evolutionary biology. Topics in evolutionary biology include the evidence for evolution, the history of life, the mechanisms of evolution (e.g., mutation, selection, genetic drift), adaptation, speciation, the origin of evolutionary novelties, the origin of life, and human evolution. Topics in ecology include demography and life histories, competition, predation, and the interspecific interactions that shape the structure of ecological communities.

Instructor(s): J. Coyne, S. Allesina, C. Andrews Terms Offered: Winter. L.

Prerequisite(s): BIOS 20150 and BIOS 20151 or BIOS 20152

Note(s): BIOS 20197 is identical to the previously offered BIOS 20185. Students who have taken BIOS 20185 should not enroll in BIOS 20197.

BIOS 20198. Biodiversity. 100 Units.

An overview of the diversity of living organisms, both prokaryotes and eukaryotes, is presented. We emphasize the major groups of organisms, their evolutionary histories and relationships, and the biological and evolutionary implications of the characteristic features of each group. We discuss how the biosphere transformed to its present state over the past four billion years.

Instructor(s): M. LaBarbera, C. Andrews Terms Offered: Spring. L.

Prerequisite(s): BIOS 20150 except for Geosci majors

Note(s): BIOS 20198 is identical to the previously offered BIOS 20184. Students who have taken BIOS 20184 should not enroll in BIOS 20198.

Three-Quarter AP 5 Fundamentals Sequence

This sequence is open only to students who (1) have a score of 5 on the AP biology test and (2) have first-year standing. It is most appropriate for students considering careers in biomedical sciences. In addition to topics listed below, courses will cover experimental design and interpretation.

A score of 5 on the AP biology test, together with a sufficiently high score on the biology diagnostic exam, allows students to register for the three-quarter accelerated sequence below. This sequence meets requirements for the biological sciences major. Upon completion of the three-quarter AP 5 sequence, students will have three credits in the major and they will have met the general education requirement in the biological sciences. Nonmajors who are preparing for the health professions meet the general education requirement by completing the first two quarters of the AP

Fundamentals Sequence. Beginning with the graduating class of 2015, all students must register for BIOS 20234 Molecular Biology of the Cell (Autumn Quarter), BIOS 20235 Biological Systems (Winter Quarter), and BIOS 20236 Biological Dynamics (Spring Quarter). To continue in the sequence, students must receive a minimum grade of B- in each course.* During their second year, AP 5 students are required to take BIOS 20242 Principles of Physiology (Autumn Quarter) and BIOS 20200 Introduction to Biochemistry (Spring Quarter).

** Students unable to continue in the sequence after the first term will receive one AP Biology credit to be applied to their Biology general education requirement along with BIOS 20234 and may continue in the Biological Sciences major by taking BIOS 20187AA or BIOS 20187BB and then completing the requirements for Tracks A or B. Students unable to continue after the second term, may continue in the Biological Sciences major by completing BIOS 20188AA, BIOS 20188BB or BIOS 20189 and then completing the requirements for Tracks A or B.*

BIOS 20234-20235-20236. Molecular Biology of the Cell; Biological Systems; Biological Dynamics.

BIOS 20234. Molecular Biology of the Cell. 100 Units.

This course covers the fundamentals of molecular and cellular biology.

Topics include protein structure and function; DNA replication, repair, and recombination; transcription, translation, and control of gene expression; cellular structure; cell division; protein modification and stability; cellular signaling; and cell growth, cell death, and cancer biology.

Instructor(s): M. Glotzer, A. Ruthenburg, N. Bhasin. L. Terms Offered: Autumn
Prerequisite(s): Score of 5 on the AP biology test

Note(s): To continue in the sequence, students must receive a minimum grade of B- in BIOS 20234

BIOS 20235. Biological Systems. 100 Units.

Students preparing for the health professions must take BIOS 20235 and 20242 in sequence. This course builds upon molecular cell biology foundations to explore how biological systems function. Topics include classical and molecular genetics, developmental signaling networks, genomics, proteomics, transcriptomics, and biological networks.

Instructor(s): I. Rebay, J. Pritchard, N. Bhasin. L. Terms Offered: Winter
Prerequisite(s): A grade of B- or above in BIOS 20234

BIOS 20236. Biological Dynamics. 100 Units.

This class introduces the use of quantitative approaches to study biological dynamics. Deeper exploration of cellular and developmental processes introduced in BIOS 20234 and BIOS 20235 will emphasize the use of quantitative analysis and mathematical modeling to infer biological mechanisms from molecular interactions. The lab portion of the class will introduce basic approaches for simulating biological dynamics using examples drawn from the lectures.

Instructor(s): E. Munro, M. Rust, E. Kovar. Terms Offered: Spring. L.

Prerequisite(s): BIOS 20234 and BIOS 20235 with a minimum grade of B- in each course.

BIOS 20235. Biological Systems. 100 Units.

Students preparing for the health professions must take BIOS 20235 and 20242 in sequence. This course builds upon molecular cell biology foundations to explore how biological systems function. Topics include classical and molecular genetics, developmental signaling networks, genomics, proteomics, transcriptomics, and biological networks.

Instructor(s): I. Rebay, J. Pritchard, N. Bhasin. L. Terms Offered: Winter

Prerequisite(s): A grade of B- or above in BIOS 20234

BIOS 20242. Principles of Physiology. 100 Units.

This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. We emphasize physiological reasoning, problem solving, and current research.

Instructor(s): M. Feder, E. Kovar. Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20236 or BIOS 20189 or consent of instructor

Course Summary

The following list provides information for students who are planning programs of study. Letters after course titles refer to the subject matter presented in the course: (C) Cell and Molecular, Genetics, Developmental Biology, or Biochemistry; (CI) Computer Intensive; (E&E) Ecology and Evolution; (F) Fundamentals Sequence; (I) Integrative Biology; (M) Minor Program in Interdisciplinary Sciences; (MIV) Microbiology, Immunology, or Virology; (N) Neuroscience; (O) Organismal; and (S) Specialized. L indicates courses with laboratory.

Autumn Quarter

- 20173. Human Physiology L. (F)
- 20174. Mathematical Modeling for Pre-Med Students. II. L. (F)
- 20186. Fundamentals of Cell and Molecular Biology. L. (F)
- 20190. Principles of Developmental Biology. (F)
- 20196. Ecology and Conservation. L. (F)
- 20200. Introduction to Biochemistry. L. (F)
- 20234. Molecular Biology of the Cell. L. (F)
- 20242. Principles of Physiology. L. (F)
- 21236. Genetics of Model Organisms. (C)
- 21306. Human Genetics and Evolution. (C)
- 21416. Stem Cells and Regeneration. (C)
- 22233. Comparative Vertebrate Anatomy. L. (O)
- 22257. Darwinian Medicine. (O)
- 23248. Primate Behavior and Ecology. (E&E)
- 23253. Apes and Human Evolution. (E&E)
- 23261. Invertebrate Paleobiology and Evolution. (E&E)

- 23266. Evolutionary Adaptation. (E&E)
- 23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. (E&E)
- 24203. Introduction to Neuroscience. (N)
- 24208. Survey of Systems Neuroscience. (N)
- 24209. Photons to Consciousness. (N)
- 25206. Fundamentals of Bacterial Physiology. (MIV)
- 25226. Endocrinology I: Cell Signaling. (MIV)
- 25256. Immunobiology. (MIV)
- 25260. Host Pathogen Interactions. (MIV)
- 25309. Cancer Metastasis. (MIV)
- 26210. Mathematical Models for Biological Sciences I. (CI)
- 29286. Biological and Cultural Evolution. (S)
- 29323. Health Care and the Limits of State Action. (S)

Winter Quarter

- 20170. Human Cell Biology. L. (F)
- 20175. Biochemistry and Nutrition. (F)
- 20187. Fundamentals of Genetics. L. (F)
- 20197. Evolution and Ecology. L. (F)
- 20235. Biological Systems. L. (F)
- 20242. Physiology. (F - AP5)
- 21206. Human Evolution and Disease. (C)
- 21208. Fundamentals of Molecular Biology. (C)
- 21216. Introductory Statistical Genetics. (C)
- 21229. Genome Informatics: How Cells Reorganize Genomes. (C)
- 21237. Developmental Mechanisms. (C)
- 21339. From Structure Coordinates to Protein Functions. (C)
- 21415. Stem Cells in Development and Diseases. (C)
- 22226. Human Developmental Biology. (O)
- 22242. Biological Fluid Mechanics. L. (O)
- 22247. Principles of Pharmacology. (O)
- 22243. Biomechanics of Organisms. L. (O)
- 23100. Dinosaur Science. (E&E)
- 23247. Bioarchaeology and the Human Skeleton. (E&E)
- 23249. Animal Behavior. (E&E)
- 23258. Molecular Evolution I: Fundamentals and Principles. (E&E)
- 23281. Evolutionary Aspects of Gene Regulation. (C)
- 23289. Marine Ecology. (E&E)

- 23406. Biogeography. (E&E)
- 24204. Cellular Neurobiology. (N)
- 24231. Methods in Computational Neuroscience L. (N)
- 24246. Neurobiology of Disease I. (N)
- 25108. Cancer Biology. (MIV)
- 25216. Molecular Basis of Bacterial Disease. (MIV)
- 25227. Endocrinology II: Systems and Physiology. (MIV)
- 25258. Immunopathology. (MIV)
- 25320. Epigenetics and Cancer (MIV)
- 25407. Organ Transplantation. (MIV)
- 26211. Mathematical Models for Biological Sciences II. (CI)
- 29279. Topics in Global Health. (S)
- 29281. Introduction to Medical Ethics. (S)
- 29294. Introduction to Global Health. (S)
- 29300. Biological Psychology. (S)

Spring Quarter

- 20171. Human Genetics and Developmental Biology. L. (F)
- 20172. Mathematical Modeling for Pre-Med Students I. L. (F)
- 20188. Fundamentals of Physiology. L. (F)
- 20189. Fundamentals of Developmental Biology. L. (F)
- 20198. Biodiversity. L. (F)
- 20200. Introduction to Biochemistry. L. (F)
- 21207. Cell Biology. (C)
- 21317. Topics in Biological Chemistry. (C)
- 21328. Biophysics of Biomolecules. (C)
- 21346. Systems Analysis of Proteins and Post-Translational Modifications. (C)
- 21356. Vertebrate Development. (O)
- 21357. Extracellular Matrices: Chemistry and Biology. (O)
- 21358. Simulation, Modeling, and Computation in Biophysics. (C)
- 21407. Image Processing In Biology. (C)
- 21409. Cytoskeleton Dynamics and Function. (C)
- 21410. Synthetic Biology and Regulation of Genes. (C)
- 21417. Systems Biology: Molecular regulatory Logic of Networks. (C)
- 22244. Introduction to Invertebrate Biology. L. (O)
- 22249. Principles of Toxicology. (O)
- 22250. Chordates: Evolution and Comparative Anatomy. (O)
- 22256. Evolutionary Developmental Biology. (O)

23232. Ecology and Evolution in the Southwest. (E&E)
23233. Ecology and Evolution in the Southwest: Field School. (E&E)
23241. Primate Evolution. (E&E)
23252. Field Ecology. L. (E&E)
23254. Mammalian Ecology. L. (E&E)
23255. Principles of Paleontology. L. (E&E)
23286. An Introduction to Population Genetics. (C)
23299. Plant Development and Molecular Genetics. (E&E)
24205. Systems Neuroscience. L. (N)
24206. Peering Inside the Black Box: Neocortex. (N)
24218. Molecular Neurobiology. (N)
24232. Computational Approaches to Cognitive Neuroscience. (N)
24247. Neurobiology of Disease III. (N)
25109. Topics in Reproductive Biology and Cancer. (MIV)
25126. Animal Models of Human Disease. (MIV)
25129. Animal Models of Neuropsychiatric Disorders. (MIV)
25228. Endocrinology III: Human Disease. (MIV)
25246. Infections and Immunity. (MIV)
25266. Molecular Immunology. (MIV)
25287. Introduction to Virology. (MIV)
25308. Heterogeneity in Human Cancer: Etiology and Treatment. (MIV)
25419. Infectious Disease Epidemiology, Networks and Modeling. (MIV)
27000. Practice Biological Research in China.
28407. Genomics and Systems Biology. (M)
29270. A History of Cell and Molecular Biology. (S)
29285. Evolution and Medicine: Brain and Sex. (S)
29288. Genetics in an Evolutionary Perspective. (S)
29308. Pharmacogenomics. (S)
29313. Medical Ethics: Who Decides and on What Basis? (S)
29317. Issues in Women's Health. (S)
29318. Principles of Epidemiology. (S)
29319. What Genomes Teach about Evolution. (S)
29321. The Problem of Evil: Disease? (S)
29322. The Role of Animals in Modern Society. (S)
29324. The Social Brain: Social Isolation and Loneliness. (S)
29326. Introduction to Medical Physics and Medical Imaging. (S)

29408. Signal Analysis and Modeling for Neuroscientists. (C)

Advanced-Level Courses

There are three types of advanced courses. In courses listed under the heading General Courses, instructors present the general principles and recent developments for broad areas within the biological sciences. Such courses are usually offered on a regular basis, either annually or biennially. In courses listed under the heading Specialized Courses, the focus is on either a topic of particular interest to the instructor or on topics that are examined at a more advanced level than in General Courses. Such courses are offered less regularly, as warranted by student and faculty interest. Unless otherwise stated, most General Courses and Specialized Courses assume mastery of the material covered in the Fundamentals Sequences. Courses listed under the headings Specialized Courses and Independent Study and Research may not be counted toward the courses required for the major with the exception of BIOS 00298 Undergraduate Research Seminar.

General Courses

Most general and specialized courses that are at the 20000-level and above assume mastery of the material covered in the Fundamentals Sequences. Students who have not yet completed the Fundamentals Sequence should consult with the individual instructor and the BSCD senior adviser before registering for the following courses. Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

BIOS 20200. Introduction to Biochemistry. 100 Units.

This course meets the biochemistry requirement in the biological sciences major. This course examines the chemical nature of cellular components, enzymes, and mechanisms of enzyme activity, energy interconversion, and biosynthetic reactions. Strong emphasis is given to control and regulation of metabolism through macromolecular interactions.

Instructor(s): M. Makinen, P. Strieleman, L. Terms Offered: Autumn, Spring, Summer

Prerequisite(s): Completion of a Biological Sciences fundamentals sequence with an average grade of C and CHEM 22000-22100/23100 with an average grade of C.

BIOS 21206. Human Evolution and Disease. 100 Units.

The goal of this course is to provide an evolutionary perspective on the molecular genetic bases of human diseases and non-clinical human traits. The course covers fundamental concepts and recent progress in Mendelian and complex trait mapping, as well as evolutionary principles as they apply to genomics analyses of DNA sequence variation in human populations. These topics are introduced through lectures and are complements by discussion and student presentations of original research papers.

Instructor(s): A. Di Rienzo Terms Offered: Winter

Prerequisite(s): Second-year standing; BIOS 20182, 20192, BIOS 20187, or BIOS 20235

BIOS 21207. Cell Biology. 100 Units.

Third- or fourth-year standing. This course covers fundamental concepts in gene expression and RNA processing, and then focuses on ribosome dynamics, regulation of protein synthesis and turnover, chaperone and proteasome functions, RNA and protein shuttling in and out of the nucleus, trafficking to different cellular compartments, cytoskeleton structures, movement through the endoplasmic reticulum and golgi, mitochondrial and chloroplast biogenesis, signaling pathways from the cell surface to the nucleus, cell-cell interactions, and apoptosis. Experimental approaches in cell biology are emphasized. Students participate in discussions on specialized topics based on original research reviews.

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

Prerequisite(s): BIOS 20200 or equivalent

BIOS 21208. Fundamentals of Molecular Biology. 100 Units.

This course covers the structure of genetic material, chromatin, replication, DNA repair and transcription, including its regulation, RNA processing, post-transcriptional regulation, and protein synthesis. Third- or fourth-year standing is required for undergraduates; any graduate student may enroll.

Instructor(s): U. Storb, J. Staley Terms Offered: Winter

Prerequisite(s): Basic knowledge of genetics and biochemistry

Equivalent Course(s): BCMB 31000, GENE 31000, MGCB 31000

BIOS 21216. Intro Statistical Genetics. 100 Units.

This course focuses on genetic models for complex human disorders and quantitative traits. Topics covered also include linkage and linkage disequilibrium mapping and genetic models for complex traits, and the explicit and implicit assumptions of such models. Winter

Equivalent Course(s): HGEN 47100, GENE 47100

BIOS 21229. Genome Informatics: How Cells Reorganize Genomes. 100 Units.

This course deals with the molecular and cellular basis of genetic change. We discuss DNA repair functions, mutator loci, induced mutation, mechanisms of homologous recombination and gene conversion, site-specific recombination, transposable elements and DNA rearrangements, reverse transcription and retrotransposons, transposable vector systems for making transgenic organisms, and genetic engineering of DNA sequences in antibody formation. Discussion section required.

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

Prerequisite(s): BIOS 20182 or 20192 or 20187

BIOS 21236. Genetics of Model Organisms. 100 Units.

A small number of organisms have been chosen for extensive study by biologists. The popularity of these organisms derives largely from the fact that their genomes can be easily manipulated, allowing sophisticated characterization of biological function. This course covers modern methods for genetic analysis in budding yeast (*Saccharomyces cerevisiae*), fruit flies (*Drosophila melanogaster*), plants (*Arabidopsis thaliana*), and mice (*Mus musculus*). Case studies demonstrate how particular strengths of each system have been exploited to understand such processes as genetic recombination, pattern formation, and epigenetic regulation of gene expression.

Instructor(s): D. Bishop, J. Malamy, E. Ferguson, A. Palmer Terms Offered: Autumn
Prerequisite(s): BIOS 20182 or 20192 or 20187

BIOS 21237. Developmental Mechanisms. 100 Units.

This course provides an overview of the fundamental questions of developmental biology, with particular emphasis on the genetic, molecular and cell biological experiments that have been employed to reach mechanistic answers to these questions. Topics covered will include formation of the primary body axes, the role of local signaling interactions in regulating cell fate and proliferation, the cellular basis of morphogenesis, and stem cells.

Instructor(s): E. Ferguson, R. Fehon Terms Offered: Winter

Prerequisite(s): BIOS 20182, 20192, 20187, or 20235

Equivalent Course(s): DVBI 36400, MGCB 36400

BIOS 21249. Organization, Expression, and Transmission of Genome Information. 100 Units.

This seminar course examines how genomes are organized for coding sequence expression and transmission to progeny cells. The class discusses a series of key papers in the following areas: bacterial responses to external stimuli and genome damage, control of eukaryotic cell differentiation, complex loci regulating developmental expression in animals, centromere structure and function, position effect variegation, chromatin domains, chromatin remodeling, RNAi, and chromatin formatting.

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

Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence.

Recommended for AP5 students

BIOS 21306. Human Genetics and Evolution. 100 Units.

Open only to students with advanced standing who are majoring in the biological sciences or preparing for the medical professions. This course deals with issues in genetics of variations within, as well as between, modern human populations. Normal genetic variations and the genetic basis of human diseases are explored with an emphasis at the molecular level. We stress understanding the fundamental concepts of genetics and evolution using mainly, but not exclusively, human studies as examples. Genome organization, genetic mapping, population genetic theories, and molecular evolution of humans are covered.

Instructor(s): C.-I. Wu Terms Offered: Autumn

Prerequisite(s): Completion of Biological Sciences Fundamentals Sequence, or consent of instructor

BIOS 21317. Topics in Biological Chemistry. 100 Units.

Required of students who are majoring in biological chemistry. This course examines a variety of biological problems from a chemical and structural perspective, with an emphasis on molecular machines. Topics include macromolecular structure-function relationships, DNA synthesis and repair, RNA folding and function, protein synthesis, targeting and translocation, molecular motors, membrane proteins, photosynthesis, and mechanisms of signal transduction. Computer graphics exercises and in-class journal clubs complement the lecture topics.

Instructor(s): P. Rice, R. Keenan Terms Offered: Spring

Prerequisite(s): BIOS 20200

BIOS 21328. Biophysics of Biomolecules. 100 Units.

This course covers the properties of proteins, RNA, and DNA, as well as their interactions. We emphasize the interplay between structure, thermodynamics, folding, and function at the molecular level. Topics include cooperativity, linked equilibrium, hydrogen exchange, electrostatics, diffusion, and binding.

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

Prerequisite(s): Consent of instructor

Equivalent Course(s): BCMB 32200, BPHS 31000

BIOS 21338. Epithelial Cell Biology. 100 Units.

This course provides a fundamental understanding of epithelial cell biology and pathobiology. Topics include the molecular mechanisms that drive polarization, apical and basolateral sorting, cell-cell and cell-matrix interactions, and disease states of epithelial cells (e.g., cancer, ischemia).

Instructor(s): K. Goss, K. Matlin, P. Bouyer Terms Offered: Spring

Prerequisite(s): A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence)

Equivalent Course(s): CABI 34000, CPHY 34000

BIOS 21339. From Structure Coordinates to Protein Function. 100 Units.

The course uses the atomic coordinate of proteins to explore how molecular machinery work in the context of physiological functions (vision, fight or flight) and human diseases (cancer). We begin by exploring protein components that make up the signal transduction pathway and how these components are assembled for the various physiological functions of humans. We then proceed to consider the physical properties of proteins. We conclude by discussing the protein-targeted therapeutics of human diseases. Computer graphic exercises and in-class student presentations complement the lecture topics.

Instructor(s): W.-J. Tang Terms Offered: Winter. L.

Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence and BIOS 20200. Recommended for AP5 students.

Equivalent Course(s): CABI 40700,NURB 40700

BIOS 21346. Systems Analysis of Proteins and Post-Translational Modifications. 100 Units.

Proteins play a major role in all cellular processes and their modification represents a major vehicle for expanding the genetic code of the cellular proteome (the inventory of all protein species in a cell). Given the crucial roles in the major cellular pathways and diseases such as cancer, proteins and PTM studies are a critical aspect of most biological projects. This course will cover concepts (including biochemistry, proteomics/systems biology, molecular biology, and bioinformatics), and practical techniques for identifying and quantifying proteins and PTMs. Topics include, but are not limited to quantification of protein interactions, abundances, modifications including phosphorylation, ubiquitination, and lysine acetylation, and subsequent discussion of biochemical and functional roles of proteins and PTMs in regulating biological networks.

Instructor(s): R. Jones, Y. Zhao Terms Offered: Spring

Prerequisite(s): BIOS 20200

Equivalent Course(s): CABI 40300,IMMU 40300,MOMN 40300

BIOS 21356. Vertebrate Developmental. 100 Units.

This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation, nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches (e.g. classical embryology, genetics, molecular genetics).

Instructor(s): V. Prince, C. Ragsdale. Terms Offered: Spring

Prerequisite(s): BIOS 20180s or 20190, or AP 5 sequence

Equivalent Course(s): DVBI 35600,MGCB 35600

BIOS 21357. Extracellular Matrices: Chemistry and Biology. 100 Units.

This course covers advanced topics dealing with the biology and chemistry of the extracellular matrix, cell-matrix interactions, and current methodologies for engineering these interfaces.

Instructor(s): J. Collier, M. Mrksich, M. Gardel, K. Matlin Terms Offered: Spring
Prerequisite(s): BIOS 20180s or 20190s, AP 5 sequence, or consent of instructor
Equivalent Course(s): MPMM 33000

BIOS 21358. Simulation, Modeling, and Computation in Biophysics. 100 Units.

This course develops skills for modeling biomolecular systems. Fundamental knowledge covers basic statistical mechanics, free energy, and kinetic concepts. Tools include molecular dynamics and Monte Carlo simulations, random walk and diffusion equations, and methods to generate random Gaussian and Poisson distributors. A term project involves writing a small program that simulates a process. Familiarity with a programming language or Matlab would be valuable.

Instructor(s): B. Roux Terms Offered: Spring
Prerequisite(s): BIOS 20200 and Bios 26210-26211, or consent from instructor
Equivalent Course(s): BCMB 31358, CPNS 31358

BIOS 21407. Image Processing in Biology. 100 Units.

Whether one is trying to read radio signals from faraway galaxies or to understand molecular structures, it is necessary to understand how to read, interpret, and process the data that contain the desired information. In this course, we learn how to process the information contained in images of molecules as seen in the electron microscope. We also deal with the principles involved in processing electron microscope images, including the underlying analytical methods and their computer implementation.

Instructor(s): R. Josephs Terms Offered: Spring
Prerequisite(s): One year of calculus
Equivalent Course(s): MGCB 34300

BIOS 21409. Cytoskeleton Dynamics and Function. 100 Units.

Cytoskeleton Dynamics and Function will focus on the regulation and dynamics of the eukaryotic cytoskeleton and the fundamental cellular process the cytoskeleton controls including division, motility, polarity, endocytosis, and transport. Equal emphasis will be given to discussing the mechanistically diverse molecular factors that regulate cytoskeletal polymer dynamics, the cellular processes they control, and the array of interdisciplinary strategies researchers utilize to investigate the cytoskeleton including genetics, cell biology, time-lapse fluorescent microscopy, biochemistry and biophysics. Lectures will be combined with reading and discussion of primary research articles to bridge the gap between scientific exploration and knowledge.

Instructor(s): D. Kovar, M. Gupta Terms Offered: Spring
Prerequisite(s): BIOS 20234 or BIOS 20186 and BIOS 20200, or consent of instructor.
Second, third, or fourth-year standing.

BIOS 21410. Synthetic Biology and Regulation of Genes. 100 Units.

This lecture and lab course will take an empirical approach to understanding gene regulation during development in *Drosophila*. Topics include synthetic biology, *Drosophila* embryonic development, gene regulation, and enhancer evolution. Enhancers are short regions of the genome composed of clusters of transcription factor binding sites. Using the even-skipped stripe 2 enhancer as a model system, the class will explore what is currently known about enhancer molecular organization and how it controls gene expression during development. We will then expand upon that knowledge. Using modeling software, students will design their own enhancers. They will then construct these novel sequences using cutting-edge DNA synthesis methods. Finally, students will clone their synthetic enhancers into an expression vector and send the constructs for injection into *Drosophila* embryos. Reporter patterns generated by the students' enhancers will be uploaded onto the course website after conclusion of the course. Students who produce usable data may be involved in co-authoring a resulting publication.

Instructor(s): J. Moran, J. Reinitz Terms Offered: Winter

Prerequisite(s): BIOS 20182, 20192, 20187 or 20235. Third or fourth-year standing.

BIOS 22226. Human Developmental Biology. 100 Units.

This course covers the anatomic and physiologic development of the human from conception to birth, on an organ-by-organ basis. Special attention is paid to the profound physiologic events that take place in the transition from intra-uterine to extra-uterine life. Examples of clinical conditions due to specific errors in development are presented in context. Genetic regulation of organogenesis with reference to mouse models are discussed where the data are available.

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

Prerequisite(s): BIOS 20183, 20187, 20189, 20193, 20194, 20235, or 20242

BIOS 22233. Comparative Vertebrate Anatomy. 100 Units.

This course covers the structure and function of major anatomical systems of vertebrates. Lectures focus on vertebrate diversity, biomechanics, and behavior (from swimming and feeding to running, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans. Field trip to Field Museum and visit to medical school lab for human dissection required.

Instructor(s): M. Westneat. L. Terms Offered: Winter

Prerequisite(s): Fundamentals or AP 5 sequence

BIOS 22242. Biological Fluid Mechanics. 100 Units.

Prior physics course required; prior chemistry and calculus courses recommended. This course introduces fluid mechanics and the interactions between biology and the physics of fluid flow (both air and water). Topics range from the fluid mechanics of blood flow to the physics (and biology) of flight in birds and insects.

Instructor(s): M. LaBarbera. L. Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement for the biological sciences

Equivalent Course(s): EVOL 34200, ORGB 34200

BIOS 22243. Biomechanics of Organisms. 100 Units.

Prior chemistry, physics, and calculus courses recommended. This course examines how organisms cope with their physical environment, covering the properties of biological materials, mechanical analysis of morphology, and principles of design optimization. We emphasize support systems of organisms but also examine aspects of cardiovascular design. Mechanical properties of biomaterials are analyzed in relation to their underlying biochemical organization and biophysical properties, with mathematical treatment at an introductory level. The lab research project is optional.

Instructor(s): M. LaBarbera. L. Terms Offered: Winter 2013

Prerequisite(s): Completion of the general education requirement in the biological sciences

Equivalent Course(s): EVOL 34300, ORGB 34300

BIOS 22244. Introduction to Invertebrate Biology. 100 Units.

This is a survey of the diversity, structure, and evolution of the invertebrate phyla, with emphasis on the major living and fossil invertebrate groups. Structure-function relationships and the influence of body plans on the evolutionary history of the invertebrate phyla are stressed.

Instructor(s): M. LaBarbera. L. Terms Offered: Autumn 2013

Prerequisite(s): Completion of the general education requirement in the biological sciences or consent of instructor

Equivalent Course(s): EVOL 34100

BIOS 22247. Principles of Pharmacology. 100 Units.

This course considers the physiological and biochemical bases of drug actions, common pharmacological methods, and a small set of specific drugs and their targets.

Instructor(s): D. Hanck, P Singleton Terms Offered: Winter

Prerequisite(s): BIOS 20200

BIOS 22249. Principles of Toxicology. 100 Units.

This course covers basic concepts of toxicology including routes of exposure and uptake, metabolic conversion, and elimination of toxic agents, as well as fundamental laws governing the interaction of external chemicals with biological systems. In addition to toxins of biological origin, we also consider a set of physical and chemical toxicants in the environment, including air pollution, radiation, manufactured chemicals, metals, and pesticides. Methods of risk assessment will also be considered.

Instructor(s): Y-Y He Terms Offered: Autumn

Prerequisite(s): BIOS 22247

BIOS 22250. Chordates: Evolution and Comparative Anatomy. 100 Units.

Chordate biology emphasizes the diversity and evolution of modern vertebrate life, drawing on a range of sources (from comparative anatomy and embryology to paleontology, biomechanics, and developmental genetics). Much of the work is lab-based, with ample opportunity to gain firsthand experience of the repeated themes of vertebrate body plans, as well as some of the extraordinary specializations manifest in living forms. The instructors, who are both actively engaged in vertebrate-centered research, take this course beyond the boundaries of standard textbook content.

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

Prerequisite(s): Biological Sciences Fundamentals sequence. Recommended for AP5 students.

Equivalent Course(s): EVOL 30250, ORGB 33750

BIOS 22256. Evolutionary Developmental Biology. 100 Units.

The purpose of this course is to provide a developmental genetic perspective on evolutionary questions that have emerged in various disciplines (e.g., developmental biology, paleontology, phylogenetic systematics). Topics range from the evolution of gene regulation to the origin of novelties (e.g., eyes, wings). Although these subjects are introduced in lectures, the focus of this course is on reading, presenting, and discussing original research papers.

Instructor(s): U. Schmidt-Ott Terms Offered: Spring

Prerequisite(s): Biological Sciences Fundamentals sequence. Recommended for AP5 students.

BIOS 22260. Vertebrate Structure and Function. 100 Units.

This course is devoted to vertebrate bones and muscles, with a focus on some remarkable functions they perform. The first part takes a comparative look at the vertebrate skeleton via development and evolution, from lamprey to human. The major functional changes are examined as vertebrates adapted to life in the water, on land, and in the air. The second part looks at muscles and how they work in specific situations, including gape-feeding, swimming, leaping, digging, flying, and walking on two legs. Dissection of preserved vertebrate specimens required.

Instructor(s): P. Sereno. L. Terms Offered: Spring

Prerequisite(s): BIOS 20181-20183 or 20191-20193, or BIOS 20186-20188/20189, or consent of instructor

BIOS 23100. Dinosaur Science. 100 Units.

This introductory-level (but intensive) class includes a ten-day expedition to South Dakota and Wyoming (departing just after graduation). We study basic geology (e.g., rocks and minerals, stratigraphy, Earth history, mapping skills) and basic evolutionary biology (e.g., vertebrate and especially skeletal anatomy, systematics and large-scale evolutionary patterns). This course provides the knowledge needed to discover and understand the meaning of fossils as they are preserved in the field, which is applied to actual paleontological sites. Participants fly from Chicago to Rapid City, and then travel by van to field sites. There they camp, prospect for, and excavate fossils from the Cretaceous and Jurassic Periods. Field trip required.

Instructor(s): P. Sereno. L. Terms Offered: Spring

Prerequisite(s): Consent of instructor and a prior course in general science, preferably geology or biology

BIOS 23232. Ecology and Evolution in the Southwest. 100 Units.

This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.

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

Prerequisite(s): Completion of the general education requirement in the biological sciences, BIOS 20185, or BIOS 20197, or consent of instructor

BIOS 23233. Ecology and Evolution in the Southwest: Field School. 100 Units.

This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.

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

Prerequisite(s): BIOS 20185 or BIOS 20197 and consent of instructor

BIOS 23241. Primate Evolution. 100 Units.

This course is the first of three in the Primate Biology and Human Evolution sequence (see also BIOS 23248 and 23253). This course introduces the evolution of nonhuman primates and humans. We focus on taxonomic classification; the use of fossil and genetic evidence for phylogenetic reconstructions; the evolution of primate morphological and physiological characteristics (e.g., body and brain size, skull and skeleton, sense organs, and dietary and reproductive adaptations); the adaptive radiation of Prosimians, New World Monkeys, Old World Monkeys, and apes into their current areas of geographic distribution; and an overview of the hominid fossil record.

Instructor(s): R. Martin, University of Chicago Paris Center Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 28105

BIOS 23247. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter

Equivalent Course(s): ANTH 28400, ANTH 38800

BIOS 23248. Primate Behavior and Ecology. 100 Units.

This course is the second of three in the Primate Biology and Human Evolution sequence (see also BIOS 23241 and BIOS 23253). This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior.

Instructor(s): D. Maestriperi Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in the biological sciences

BIOS 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences

Equivalent Course(s): CHDV 23249, PSYC 23249

BIOS 23252. Field Ecology. 100 Units.

Open only to students who are planning to pursue graduate research. This course introduces habitats and biomes in North America and the methods of organizing and carrying out field research projects in ecology and behavior, focusing on questions of evolutionary significance. A two-week field trip to southern Florida during the Winter/Spring Quarter break consists of informal lectures and discussions, individual study, and group research projects. During Spring Quarter, there are lectures on the ecology of the areas visited and on techniques and methods of field research. Field trip required.

Instructor(s): S. Pruett-Jones Terms Offered: Spring. This course is offered in alternate (odd) years.

Prerequisite(s): Consent of instructor

BIOS 23253. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Autumn, Spring

Note(s): BIOS 23241 recommended. Autumn course at University of Chicago Center in Paris; Spring course on campus.

Equivalent Course(s): ANTH 28600

BIOS 23254. Mammalian Ecology. 100 Units.

This course introduces the diversity and classification of mammals and their ecological relationships. Lectures cover natural history, evolution, and functional morphology of major taxonomic groups. Lab sessions focus on skeletal morphology, identifying traits of major taxonomic groups, and methods of conducting research in the field. Participation in field trips, occasionally on Saturday, is required.

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

Prerequisite(s): Completion of the general education requirement in the biological sciences and third-year standing; or BIOS 20184 or 20185, or 20187

BIOS 23255. Principles of Paleontology. 100 Units.

The focus of this course is on the nature of the fossil record, the information it provides on patterns and processes of evolution through geologic time, and how it can be used to solve geological and biological problems. Lectures cover the principles of paleontology (e.g., fossilization, classification, morphologic analysis and interpretation, biostratigraphy, paleoecology, macroevolution); labs are systematic, introducing major groups of fossil invertebrates. (L)

Instructor(s): M. Foote Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 13100-13200, or completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): GEOS 26400, EVOL 32300, GEOS 36400

BIOS 23258. Molecular Evolution I: Fundamentals and Principles. 100 Units.

The comparative analysis of DNA sequence variation has become an important tool in molecular biology, genetics, and evolutionary biology. This course covers major theories that form the foundation for understanding evolutionary forces that govern molecular variation, divergence, and genome organization. Particular attention is given to selectively neutral models of variation and evolution, and to alternative models of natural selection. The course provides practical information on accessing genome databases, searching for homologous sequences, aligning DNA and protein sequences, calculating sequence divergence, producing sequence phylogenies, and estimating evolutionary parameters.

Instructor(s): M. Kreitman L. Terms Offered: Winter

Prerequisite(s): Two quarters of biology and calculus, or consent of instructor

Equivalent Course(s): ECEV 44001, EVOL 44001

BIOS 23261. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups.

Instructor(s): M. Webster L. Terms Offered: Autumn

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in biological sciences only; Completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): GEOS 26300, EVOL 32400, GEOS 36300

BIOS 23266. Evolutionary Adaptation. 100 Units.

This course deals with the adaptation of organisms to their environments and focuses on methods for studying adaptation. Topics include definitions and examples of adaptation, the notion of optimization, adaptive radiations, and the comparative method in evolutionary biology.

Instructor(s): C. Andrews Terms Offered: Autumn

Prerequisite(s): BIOS 20184 or 20185, 20197 or 20198, or AP 5 sequence, or consent of instructor

BIOS 23281. Evolutionary Aspects of Gene Regulation. 100 Units.

Using primary research literature, this course examines recent advances in understanding of evolution of gene regulation. Topics include patterns and forces of evolutionary change in regulatory DNA and transcription factors, genetic changes that are responsible for phenotypic evolution, and discovery and evolutionary of implications of gene control by microRNAs.

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

Prerequisite(s): Consent of instructor

Equivalent Course(s): EVOL 32600, ECEV 32500, GENE 32500, DVBI 32500, ORGB 32600

BIOS 23286. An Introduction to Population Genetics. 100 Units.

Population genetics connects genetics and evolution. It addresses such questions as: What determines the level of genetic variation in a population? How fast do populations evolve? This course emphasizes population genetics theory and modeling, but connects them to empirical observations in many organisms, including humans. Many concepts are examined with computer programs written in R, and homework problems require students to write R programs. Prior programming experience is not required, and instruction in R is provided.

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

Prerequisite(s): BIOS 20182, 20187 or 20192

BIOS 23289. Marine Ecology. 100 Units.

This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.

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

Prerequisite(s): Prior introductory course in ecology or consent of instructor

Equivalent Course(s): ENST 23289

BIOS 23299. Plant Development and Molecular Genetics. 100 Units.

Genetic approaches to central problems in plant development will be discussed. Emphasis will be placed on embryonic pattern formation, meristem structure and function, reproduction, and the role of hormones and environmental signals in development. Lectures will be drawn from the current literature; experimental approaches (genetic, cell biological, biochemical) used to discern developmental mechanisms will be emphasized. Graduate students will present a research proposal in oral and written form; undergraduate students will present and analyze data from the primary literature, and will be responsible for a final paper.

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

Prerequisite(s): Completion of the general education requirement in the biological sciences

Equivalent Course(s): DVBI 36100,ECEV 32900,MGCB 36100

BIOS 23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. 100 Units.

This course is an introduction to the tree of life (phylogeny): its conceptual origins, methods for discovering its structure, and its importance in evolutionary biology and other areas of science. Topics include history and concepts, sources of data, methods of phylogenetic analysis, and the use of phylogenies to study the tempo and mode of lineage diversification, coevolution, biogeography, conservation, molecular biology, development, and epidemiology. One Saturday field trip and weekly computer labs required in addition to scheduled class time. This course is offered in alternate (odd) years.

Instructor(s): C. Moreau, R. Ree. L. Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in the biological sciences or consent of instructor

Equivalent Course(s): EVOL 35401

BIOS 23406. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): ENST 25500,EVOL 45500,GEOG 25500,GEOG 35500

BIOS 23409. The Ecology and Evolution of Infectious Diseases. 100 Units.

Understanding the ecology and evolution of infectious diseases is crucial for both human health and for preservation of the natural environment. In this course, we combine mathematical modeling with ecological and evolutionary analyses to understand how fundamental mechanisms of host-pathogen interactions are translated into disease dynamics and host-pathogen co-evolution.

Instructor(s): G. Dwyer Terms Offered: Autumn. L.

Prerequisite(s): Integral calculus and some background in biology

BIOS 23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. 100 Units.

This course emphasizes the enormous diversity of interactions between organisms. It is an introduction to the biology and ecology of parasitic and mutualistic symbiotic associations and their evolution. Topics include endosymbioses and their impact on the evolution of photosynthetic organisms, bacterial symbioses (e.g., nitrogen fixation), symbioses that fungi evolved with plants and animals (e.g., endophytes, mycorrhizae, lichens), pollination biology, insect-plant associations, and associations of algae with animals. Methods to elucidate the evolution of these associations are discussed with a focus on coevolutionary events and the origin of cheaters.

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

Prerequisite(s): BIOS 20185 or 20187

BIOS 24203. Introduction to Neuroscience. 100 Units.

This course is required for the neuroscience specialization. This course is designed to provide a comprehensive introduction to the structure and function of the mammalian brain.

Instructor(s): X. Zhuang, M. Sherman, E. Grove Terms Offered: Autumn

Prerequisite(s): A Fundamentals Sequence (BIOS 20180s or 20190s) or AP 5 sequence

Note(s): AP5 students should take BIOS 24209 in place of BIOS 24203.

BIOS 24204. Cellular Neurobiology. 100 Units.

This course meets one of the requirements of the neuroscience specialization. This course is concerned with the structure and function of the nervous system at the cellular level. It describes the cellular and subcellular components of neurons and their basic membrane and electrophysiological properties. We study cellular and molecular aspects of interactions between neurons, which leads to functional analyses of the mechanisms involved in the generation and modulation of behavior in selected model systems.

Instructor(s): P. Lloyd, A. Fox. Terms Offered: Winter

Prerequisite(s): BIOS 24203

BIOS 24205. Systems Neuroscience. 100 Units.

This course meets one of the requirements of the neuroscience specialization. This course introduces vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): M. Hale, D. Freedman Terms Offered: Spring

Prerequisite(s): BIOS 24204 or consent of instructor

Equivalent Course(s): PSYC 24000, PSYC 31200

BIOS 24206. Peering Inside the Black Box: Neocortex. 100 Units.

The neocortex is the multilayered outermost structure of the mammalian brain. It is the site of higher brain functions including reasoning and creativity. However, the complexity of the neocortex it is comprised of ~ 20 billion neurons which have 0.15 quadrillion connections between them seems to preclude any hope of achieving a fundamental understanding the system. Recent technological innovations have opened novel avenues of investigation making realization of the neocortex an increasingly tractable problem. This course will place particular emphasis on how to critically read scientific papers as we evaluate and discuss current experimental approaches to the neocortex. Integral to this evaluation will be the detailed discussion of the latest technological approaches.

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

Prerequisite(s): BIOS 24205 or consent of instructor.

Equivalent Course(s): CPNS 34206

BIOS 24208. Survey of Systems Neuroscience. 100 Units.

This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord, and peripheral nervous system. Early sensory processing and the motor system are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of the rodent, cat, and primate brain.

Instructor(s): L. Osborne. Terms Offered: Autumn

Prerequisite(s): Consent of instructor

BIOS 24209. Photons to Consciousness: Cellular and Integrative Brain Functions. 100 Units.

AP5 students taking the Neuroscience sequence or specialization, should take this course in place of BIOS 24203. This course uses the visual system as a model to explore how the brain works. We begin by considering the physical properties of light. We then proceed to consider the mechanism of sensory transduction, cellular mechanisms of neuron to neuron communication, the operation of small neural networks, strategies of signal detection in neuron networks, and the hierarchical organization of cortical function. We conclude with visually guided behavior and consciousness.

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

Prerequisite(s): BIOS 20236 or consent of instructor

BIOS 24217. Conquest of Pain. 100 Units.

This course examines the biology of pain and the mechanisms by which anesthetics alter the perception of pain. The approach is to examine the anatomy of pain pathways both centrally and peripherally, and to define electrophysiological, biophysical, and biochemical explanations underlying the action of general and local anesthetics. We discuss the role of opiates and enkephalins. Central theories of anesthesia, including the relevance of sleep proteins, are also examined.

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

Prerequisite(s): CHEM 2200-22100-22200 or BIOS 20200 required; prior course in neurobiology or physiology recommended.

BIOS 24218. Molecular Neurobiology. 100 Units.

This lecture/seminar course explores the application of modern cellular and molecular techniques to clarify basic questions in neurobiology. Topics include mechanisms of synaptic transmission, protein trafficking, exo- and endo-cytosis, and development and mechanisms of neurological diseases.

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

Prerequisite(s): BIOS 20200 and 24204, or consent of instructor

BIOS 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.

Instructor(s): S. Bensmaia, L. Osborne, J. MacLean, D. Freedman Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): CPNS 34231

BIOS 24232. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Spring

Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410, CPNS

BIOS 24239. Cellular Mechanisms of Learning. 100 Units.

We explore the molecular and cellular mechanisms that have been proposed to underlie learning and memory. Although we briefly mention other animal systems, we focus primarily on cellular/molecular studies in *Aplysia* and the mammalian hippocampus and cerebellum, and on genetic and molecular studies in *Drosophila* and *C. elegans*.

Instructor(s): P. Lloyd Terms Offered: Spring

Prerequisite(s): BIOS 20183 or BIOS 20193 or 20188; BIOS 24203 and BIOS 24204 recommended

BIOS 24246. Neurobiology of Disease I. 100 Units.

This seminar course is devoted to basic clinical and pathological features and pathogenic mechanisms of neurological diseases. The first semester is devoted to a broad set of disorders ranging from developmental to acquired disorders of the central and peripheral nervous system. Weekly seminars are given by experts in the clinical and scientific aspects of the disease under discussion. For each lecture, students are given a brief description of clinical and pathological features of a given set of neurological diseases followed by a more detailed description of the current status of knowledge of several of the prototypic pathogenic mechanisms.

Instructor(s): C. Gomez, Staff Terms Offered: Winter

Prerequisite(s): NURB 31800 or BIOS 24203

Equivalent Course(s): CPNS 34600, NURB 34600, CCTS 40100

BIOS 24247. Neurobiology of Disease II. 100 Units.

This seminar course is devoted to understanding pathogenic mechanisms of neuronal death, neurodegenerative disease, and neuronal repair. Weekly seminars are given by experts in the basic and clinical aspects of neurodegenerative diseases. For each lecture, students are provided with a brief description of clinical and pathological features of a given set or mechanistic category of neurodegenerative diseases that is followed by a more detailed description of the current status of knowledge of several of the prototypical pathogenic mechanisms.

Instructor(s): C. Gomez, Staff Terms Offered: Spring

Prerequisite(s): BIOS 24246

Equivalent Course(s): CPNS 34700, NURB 34700

BIOS 25108. Cancer Biology. 100 Units.

This course covers the fundamentals of cancer biology with a focus on the story of how scientists identified the genes that cause cancer. The emphasis is on “doing” science rather than “done” science: How do scientists think, how do they design experiments, where do these ideas come from, what can go wrong, and what is it like when things go right? We stress the role that cellular subsystems (e.g., signal transduction, cell cycle) play in cancer biology, as well as evolving themes in cancer research (e.g., ongoing development of modern molecular therapeutics).

Instructor(s): M. Rosner, W. Du, K. MacLeod Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement for the biological sciences

BIOS 25109. Topics in Reproduction and Cancer. 100 Units.

This course focuses on several aspects of the molecular and cellular biology of human reproduction. We also discuss the basis of chemical/viral carcinogenesis and the progression, treatment, and prevention of cancer. The role of steroid hormones and their receptors in the control of growth, development, and specialized cell function is discussed in the context of normal and abnormal gene expression in human development and disease. Key historical events, research approaches, utilization of knowledge, recent advances in drug design and herbal medicines, and philosophies of scientific research are also covered.

Instructor(s): G. Greene, D. Vander Griend Terms Offered: Spring

Prerequisite(s): Completion of a Biological Sciences fundamentals sequence and Biochemistry, or consent of Instructor.

BIOS 25126. Animal Models of Human Disease. 100 Units.

This course introduces the use of animals in biomedical research for the purposes of understanding, treating, and curing human disease. Particular emphasis is placed on rodent models in the context of genetic, molecular, and immunologic manipulations, as well as on the use of large animal surgical models. University veterinarians also provide information regarding humane animal care.

Instructor(s): G. Langan, M. Niekrasz Terms Offered: Spring

Prerequisite(s): BIOS 20181, 20191, 20186 or 20234, or consent of instructor

BIOS 25129. Animal Models of Neuropsychiatric Disorders. 100 Units.

This course will cover the development, validation, and use of animal models of neuropsychiatric disorders. A wide range of animal models will be covered including behavioral, pharmacological, and genetic models, with an emphasis on mouse models. The disorders covered will range from those with unknown etiology to those with known single-gene causes. Disorders covered will include schizophrenia, mood disorders, obsessive-compulsive disorder, and autism spectrum disorders.

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

Equivalent Course(s): NURB 33800

BIOS 25206. Fundamentals of Bacterial Physiology. 100 Units.

This course meets one of the requirements of the microbiology specialization. This course introduces bacterial diversity, physiology, ultra-structure, envelope assembly, metabolism, and genetics. In the discussion section, students review recent original experimental work in the field of bacterial physiology.

Instructor(s): D. Missiakas Terms Offered: Autumn

Prerequisite(s): BIOS 20181, 20191, or 20239/20234; or consent of instructor

Equivalent Course(s): MICR 30600

BIOS 25216. Molecular Basis of Bacterial Diseases. 100 Units.

This course meets one of the requirements of the microbiology specialization. This lecture/discussion course involves a comprehensive analysis of bacterial pathogens, the diseases that they cause, and the molecular mechanisms involved during pathogenesis. Students discuss recent original experimental work in the field of bacterial pathogenesis.

Instructor(s): H. Shuman Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences

Equivalent Course(s): MICR 31600

BIOS 25226. Endocrinology I: Cell Signaling. 100 Units.

The subject matter of this course considers the wide variety of intracellular mechanisms that, when activated, change cell behavior. We cover aspects of intracellular signaling, the latter including detailed discussions of receptors, G-proteins, cyclic nucleotides, calcium and calcium-binding proteins, phosphoinositides, protein kinases, and phosphatases.

Instructor(s): M. Brady, R. Cohen Terms Offered: Autumn

Prerequisite(s): BIOS 20200

Equivalent Course(s): CPHY 33600, NPHP 33600

BIOS 25227. Endocrinology II: Systems and Physiology. 100 Units.

Endocrinology is the study of hormones, which are chemical messengers released by tissues that regulate the activity of other cells in the body. This course covers the classical hormone systems, including hormones regulating metabolism, energy mobilization and storage, calcium and phosphate metabolism, reproduction, growth, "fight or flight," and circadian rhythms. We focus on historical perspective, the mechanisms of action, homeostatic regulation, and relevant human diseases for each system.

Instructor(s): M. Brady, R. Cohen Terms Offered: Winter

Prerequisite(s): A Fundamentals Sequence.

BIOS 25228. Endocrinology III: Human Disease. 100 Units.

A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence) and BIOS 25227 recommended but not required. This course is a modern overview of the patho-physiologic, genetic, and molecular basis of human diseases with nutritional perspectives. We discuss human diseases (e.g., hypertension, cardiovascular diseases, obesity, diabetes, osteoporosis, alopecia).

Instructor(s): Y. C. Li, M. Musch Terms Offered: Spring

Prerequisite(s): A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence)

BIOS 25246. Infections and Immunity. 100 Units.

Not open to students specializing in microbiology or immunology. Approximately 25 percent of annual deaths in the world result from infectious diseases. Pathogens and their hosts are involved in a constant battle, leading to the recent emergence and re-emergence of deadly infections. This course explores the interplay between pathogen's strategies and the host's immune system. AIDS, tuberculosis, the flu, and the bubonic plague are among some of the diseases covered.

Instructor(s): B. Fineschi, I. Pavlova Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in the biological sciences

BIOS 25256. Immunobiology. 100 Units.

This comprehensive survey course presents an integrated coverage of the tactics and logistics of innate and adaptive immunity in mammalian organisms. It conveys the elegance and complexity of immune responses against infectious agents. It introduces their implications in autoimmune diseases, cancer and organ transplantation and presents some of the emerging immunotherapeutics that are transforming health care.

Prior knowledge of microbiology (e.g., BIOS 25206) will be advantageous.

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

Prerequisite(s): Completion of a Biological Sciences Fundamentals Sequence which includes, Cell, Genetics, Developmental Biology, and Physiology

BIOS 25258. Immunopathology. 100 Units.

Five examples of diseases are selected each year among the following categories: autoimmune diseases, inflammatory bowel diseases, infection immunity, immunodeficiencies and gene therapy, and transplantation and tumor immunology. Each disease is studied in depth with general lectures that include, where applicable, histological analysis of diseased tissue samples and discussions of primary research papers on experimental disease models. Special emphasis is placed on understanding immunopathology within the framework of general immunological concepts and on experimental approaches to the study of immunopathological models.

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

Prerequisite(s): Consent of instructor

Equivalent Course(s): IMMU 30010, PATH 30010

BIOS 25260. Host Pathogen Interactions. 100 Units.

This course explores the basic principals of host defense against pathogens and pathogens' strategies to overcome host immune mechanisms. We address evolutionary aspects of innate and adaptive immune responses, while also studying specific examples of viral and bacterial interactions with their hosts. The reviews of relevant immunological mechanisms necessary for appreciation of host/pathogen interactions are incorporated in the studies of specific cases.

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

Prerequisite(s): BIOS 25206 and BIOS 25256

BIOS 25266. Molecular Immunology. 100 Units.

This discussion-oriented course examines the molecular principles of immune recognition. We explore the roles of protein modification, protein-protein and protein-DNA interactions in the discrimination between self and non-self, and study the molecular fundamentals of cell stimulation and signaling. Primary literature focused on molecular research of the immune system is integrated with lectures on commonly used biochemical, structural and immunological techniques used in the research papers examined.

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

Prerequisite(s): BIOS 20200 or 25256, or consent of instructor

Equivalent Course(s): IMMU 30266

BIOS 25287. Introduction to Virology. 100 Units.

This class on animal viruses considers the major families of the viral kingdom with an emphasis on the molecular aspects of genome expression and virus-host interactions. Our goal is to provide students with solid appreciation of basic knowledge, as well as instruction on the frontiers of virus research.

Instructor(s): T. Golovkina, B. Roizman Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in the biological sciences and third- or fourth-year standing

Equivalent Course(s): GENE 34600, MICR 34600

BIOS 25308. Heterogeneity in Human Cancer: Etiology and Treatment. 100 Units.

This course addresses the importance of understanding human tumor heterogeneity (organ site by organ site) in terms of predicting whether tumors will progress to malignancy and how tumors will respond to standard treatments or require tailored molecular therapeutics. Alternating lecture and discussion lectures will explore and tease apart the controversies in the field that limit progress in cancer prevention, diagnosis and treatment. At the end of the course, students should have an in-depth understanding of the complexities, challenges and opportunities facing modern cancer researchers and clinical oncologists and be able to discuss novel scientific approaches to solving these issues.

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

Prerequisite(s): A grade of B or better in BIOS 25108

BIOS 25309. Cancer Metastasis. 100 Units.

This course focuses on the fundamental principles of cancer metastases as well as new and emerging concepts in metastatic colonization of target organs. Metastasis remains the most lethal aspect of cancer thus its importance to cancer biologists cannot be overstated. In this course students will gain a robust knowledge of hypothesis-driven studies that laid the foundation for our current understanding of cancer metastases, recent breakthroughs, and discussion of ongoing novel, cross-disciplinary studies. This course builds molecular and cellular knowledge gained in preceding courses and specifically addresses the discovery and implementation of use of metastasis suppressors in dissecting molecular mechanisms controlling dormancy, metastatic colonization of target organs, and cancer cell-microenvironment interactions that may be targeted therapeutically.

Instructor(s): C. Rinker-Schaeffer Terms Offered: Autumn

Prerequisite(s): B average or above in a Biological Sciences Fundamentals Sequence.

BIOS 25320. Epigenetics and Cancer. 100 Units.

This class is designed to be a graduate level class that will be also open for undergraduates. Several of the goals of this class include to strengthen the students' knowledge and ability to be critical of primary research in the field of epigenetics and cancer; to understand better the epigenetic machinery; and to challenge students to write an insightful and thoughtful review to capture an important concept in epigenetics.

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

Prerequisite(s): Completion of a Biological Sciences Fundamentals Sequence.

Equivalent Course(s): CABI 40600

BIOS 25407. Organ Transplantation. 100 Units.

This course presents biological, technical, ethical, and economic issues associated with organ transplantation. We sharply focus the immunologic knowledge from BIOS 25256 onto the biologic barriers to organ acceptance and the ultimate goal of immunologic tolerance. We also address principles of organ preservation and the mechanisms of ischemia/reperfusion injury. The technical aspects and physiology of organ transplantation (i.e., kidney, liver, heart, lung, pancreas, islet, intestinal) are covered. The social, economic, and ethical issues raised in transplantation (i.e., allografts, xenografts, living donation) are also discussed. This course is offered in alternate years.

Instructor(s): A. Chong Terms Offered: Winter. Every other year in odd years.

Prerequisite(s): BIOS 25256

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.

BIOS 26210. Mathematical Methods for Biological Sciences I. 100 Units.

This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn computations methods to implement the models in MATLAB.

Instructor(s): D. Kondrashov Terms Offered: Autumn. L

Prerequisite(s): BIOS 20151 or BIOS 20152 or consent of the instructor

Equivalent Course(s): CPNS 31000,PSYC 36210

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g. Markov Chain Monte Carlo and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210

Equivalent

Equivalent Course(s): CPNS 31100,PSYC 36211

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g. Markov Chain Monte Carlo and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210

Equivalent

Equivalent Course(s): CPNS 31100,PSYC 36211

BIOS 27000. Practice Biological Research in China. 100 Units.

This spring-summer course is designed for students chosen to participate in the Metcalf summer research program in China. In the spring quarter, students will be assigned various tasks so that they can master the research area that they will conduct their research in the summer. This includes presenting the research articles, leading the discussion of research article, writing one-page proposal, and defending the proposal. The course will continue to the ten-week summer research program in China. In addition to the lab research, students will also give a mid-summer progress report via Skype and a final research presentation in China.

Instructor(s): W.-J. Tang Terms Offered: Spring, Summer

Prerequisite(s): Students chosen to participate in Metcalf summer research in China

BIOS 28407. Genomics and Systems Biology. 100 Units.

This lecture course explores the technologies that enable high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, assays of copy number variation, protein expression and protein-protein interaction. We also cover study design and statistical analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks (i.e., systems). Statistical tools introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings are drawn from the primary literature.

Instructor(s): Y. Gilad, D. Nicolae Terms Offered: Spring

Prerequisite(s): STAT 23400 or Statistics in the Biomath Sequence

Equivalent Course(s): BPHS 47300, CABI 47300, HGEN 47300, IMMU 47300

Big Problems Courses

These courses may not be used towards the general education requirement in biological sciences unless approved through petition to the BSCD Senior Advisers.

BIOS 02280. Drinking Alcohol: Social Problems or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).

Instructor(s): M. Dietler, W. Green Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 22800, ANTH 25310

BIOS 02490. Biology and Sociology of AIDS. 100 Units.

This course does not meet requirements for the biological sciences major. This interdisciplinary course deals with current issues of the AIDS epidemic. Readings are based primarily on AIDS Update 2012.

Instructor(s): H. Pollack Terms Offered: Winter 2014

Prerequisite(s): Third or fourth-year standing

Specialized Courses

These courses may not be counted toward the courses required for the Biological Sciences major except as noted below.

BIOS 29100. Biology of Toxoplasma. 100 Units.

This course is suitable for undergraduates with a good background in biology and molecular genetics. This course does not meet requirements for the biological sciences major. This course undertakes a study of *Toxoplasma gondii* and toxoplasmosis: a model system to study the cellular and molecular biology, biochemistry, and genetics of an obligate intracellular protozoan parasite; the immune responses it elicits; its interactions with host cells; and the pathogenesis of the diseases it causes. This information is also applied to consideration of public health measures for prevention of infection, for vaccines, and for development of new antimicrobial treatments. General principles applicable to the study of other microorganisms are emphasized.

Instructor(s): R. Mcleod Terms Offered: Autumn, Spring

Prerequisite(s): Consent of instructor

BIOS 29270. A History of Cell and Molecular Biology. 100 Units.

This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.

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

Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): HIPS 25902

BIOS 29279. Topics in Global Health. 100 Units.

This course is a continuation of Introduction to Global Health (CCTS 43000). It is designed to address specific medical issues of global significance including maternal and child health, communicable and non-communicable diseases, and emerging diseases; the course will also address the impact of population growth, migration, environmental decay, and humanitarian disasters on health. Finally, the course will discuss research and career opportunities within the field of global health.

Instructor(s): C. S. Olopade Terms Offered: Winter, every other year in even years.

Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): CCTS 43000

BIOS 29280. Developmental Psychopathology. 100 Units.

This course does not meet requirements for the biological sciences major. This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.

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

Prerequisite(s): Consent of instructor. This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): PSYC 22750

BIOS 29286. Biological and Cultural Evolution. 100 Units.

This course does not meet requirements for the biological sciences major. This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Will be offered 2013

Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in genetics and evolution strongly recommended

BIOS 29294. Introduction to Global Health. 100 Units.

This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.

Instructor(s): J. Schneider, C. S. Olopade Terms Offered: Winter 2014

Prerequisite(s): This course does not meet requirements for the biological sciences major

Equivalent Course(s): CCTS 43000, HSTD 30030

BIOS 29300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): L. Kay, B. Prendergast Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): PSYC 20300

BIOS 29308. Pharmacogenomics. 100 Units.

Pharmacogenomics is aimed at advancing our knowledge of the genetic basis for variable drug response. Advances in genetic knowledge gained through sequencing have been applied to drug response, and identifying heritable genetic variants that predict response and toxicity is an area of great interest to researchers. The ultimate goal is to identify clinically significant variations to predict the right choice and dose of medications for individuals—"personalizing medicine." The study of pharmacogenomics is complicated by the fact that response and toxicity are multigenic traits and are often confounded by nongenetic factors (e.g., age, co-morbidities, drug-drug interactions, environment, diet). Using knowledge of an individual's DNA sequence as an integral determinant of drug therapy has not yet become standard clinical practice; however, several genetics-guided recommendations for physicians have been developed and are highlighted. The ethics and economics of pharmacogenomics are also discussed.

Instructor(s): M.E. Dolan, R.S. Huang Terms Offered: Spring

Prerequisite(s): BIOS 20182, 20192 or 20187 and consent of Instructor

Note(s): This course does not meet requirements for the Biological Sciences major unless taken as part of the Cancer Biology specialization.

Equivalent Course(s): CABI 47500, CCTS 40001

BIOS 29313. Medical Ethics: Who Decides and on What Basis? 100 Units.

Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics.

Instructor(s): D. Brudney, A. Dudley Goldblatt, L. Ross Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological science major.

BIOS 29317. Issues in Women's Health. 100 Units.

The course will focus on important sources of morbidity and mortality in women, such as heart disease, breast cancer, depression, eating disorders, and HIV. In addition to learning about the etiology, biology, and epidemiology of these conditions, we will explore related social, historical, political, and cultural issues. The course will be comprised of presentations by the instructor, guest lectures by clinical experts in the condition of interest, and student-led discussions of readings. Instructor(s): L. Kurina Terms Offered: Winter

Note(s): Not offered in 2013-14

Equivalent Course(s): GNSE 29302,GNSE 30500,HSTD 30500

BIOS 29318. Principles of Epidemiology. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Instructor(s): L. Kurina Terms Offered: Autumn

Prerequisite(s): Introductory statistics recommended or Consent of Instructor

Equivalent Course(s): HSTD 30900,ENST 27400,PPHA 36400,STAT 35000

BIOS 29319. What Genomes Teach About Evolution. 100 Units.

This course does not meet requirements for the biological sciences major. The twenty-first century opened with publication of the draft human genome sequence, and there are currently over 3,000 species whose genomes have been sequenced. This rapidly growing database constitutes a test of nineteenth- and twentieth-century theories about evolution and a source of insights for new theories. We discuss what genome sequences have to teach us about the relatedness of living organisms, the diversity of cellular life, mechanisms of genome change over evolutionary time, and the nature of key events in the history of life on earth. The scientific issues are related to the history of evolutionary thought and current public controversies about evolution.

Instructor(s): J. A. Shapiro, M. Long Terms Offered: Spring

Prerequisite(s): Consent of instructor

BIOS 29321. The Problem of Evil: Disease? 100 Units.

The problem of evil remains a central problem for monotheistic religions: How can an omnipotent and benevolent God allow evil in the world? Disease represents an important “test case” for this question. Some argue that disease should not be called evil and would reserve this word for moral ills. Others argue that disease is a dysfunction of nature and therefore represents evil par excellence. In this course, we examine a variety of texts treating the question of disease as a philosophical issue and exemplar of the problem of evil. The texts include Scripture (Job) and selections from the writings of Aristotle, Thomas Aquinas, Feodor Dostoevsky, Albert Camus, and Thomas Mann.

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

Prerequisite(s): Third- and fourth-year students only.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): RETH 30300

BIOS 29323. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): E. Lyon, H. Saussy Terms Offered: Winter 2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): BPRO 28600, CMLT 28900, HMRT 28602

BIOS 29324. The Social Brain: Social Isolation and Loneliness. 100 Units.

The past two decades have witnessed a remarkable rise in the number of investigations published on the social brain. The discoveries conveyed by the titles of many of these reports (e.g., the neural basis of love, altruism, morality, generosity, trust) have piqued the interest of young investigators, funding agencies, the media, and laypeople alike. Such attention is a double-edged sword, however, as errors are exaggerated in importance, and oversimplifications create false expectations and, ultimately, disillusionment in what the field can contribute. It is, of course, one thing to assume that neural processes underlie all psychological phenomenon, it is another to claim that a given brain region is the biological instantiation of complex psychological functions like the self, empathy or loneliness. The purpose of this course is to examine opportunities and challenges in this field primarily through research on two of the most important topics in the field: social isolation and empathy.

Instructor(s): J. Cacioppo, L. Hawkley Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet the requirements for the biological sciences major.

BIOS 29326. Introduction to Medical Physics and Medical Imaging. 100 Units.

This course does not meet requirements for the biological sciences major. Students majoring in physics may use this course either as an elective or as one of the topics courses to meet the general education requirement in the biological sciences. This course covers the interaction of radiation with matter and the exploitation of such interactions for medical imaging and cancer treatment. Topics in medical imaging include X-ray imaging and radionuclide imaging, as well as advanced technologies that provide three-dimensional images, including X-ray computed tomography (CT), single photon emission computed tomography (SPECT), positron emission tomography (PET), magnetic resonance imaging (MRI), and ultrasonic imaging.

Instructor(s): S. Armato, P. La Riviere, C. Pelizzari Terms Offered: Spring

Prerequisite(s): PHYS 23500

BIOS 29408. Signal Analysis and Modeling for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring

Prerequisite(s): BIOS 26210 and 26211, or consent of instructor.

Note(s): This course meets requirements for the biological sciences major only for students specializing in neuroscience.

Equivalent Course(s): CPNS 32110

Independent Study and Research

BIOS 00199. Undergraduate Research. 100 Units.

This course may be elected for up to three quarters. Before Friday of fifth week of the quarter in which they register, students must submit a one-page summary of the research that they are planning to their research sponsor and to the director of undergraduate research and honors. A detailed two to three page summary on the completed work must be submitted to the research sponsor and the Master of BSCD before Friday of examination week.

Instructor(s): L. Mets Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Consent of research sponsor and The Master of BSCD.

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F. This course does not meet requirements for the biological sciences major.

BIOS 00206. Readings: Biology. 100 Units.

Students may register for only one BIOS 00206 tutorial per quarter. Enrollment must be completed by the end of the second week of the quarter. This tutorial offers individually designed readings.

Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Consent of faculty sponsor

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F. This course does not meet requirements for the biological sciences major.

BIOS 00289-00290-00291-00292-00293-00294. Interdisciplinary Research Seminar I-II-III-IV-V-VI.

These courses cannot be counted toward any of the five upper-level biological sciences courses required for the biological sciences major. This seminar course for advanced research students serves as a classroom component to complement their experience in their mentor's lab. Students participate in critical analyses of scientific literature and formal presentations of their ongoing research, as well as writing and revising reviews, research reports, and theses.

BIOS 00289. Interdisciplinary Research Seminar I. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Summer

Prerequisite(s): Consent of Instructor

BIOS 00290. Interdisciplinary Research Seminar II. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Autumn

Prerequisite(s): Consent of Instructor

BIOS 00291. Interdisciplinary Research Seminar III. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Winter

Prerequisite(s): Consent of Instructor

BIOS 00292. Interdisciplinary Research Seminar IV. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Spring

Prerequisite(s): Consent of Instructor

BIOS 00293. Interdisciplinary Research Seminar V. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Autumn

Prerequisite(s): Consent of Instructor

BIOS 00294. Interdisciplinary Research Seminar VI. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Winter

Prerequisite(s): Consent of Instructor

BIOS 00290. Interdisciplinary Research Seminar II. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Autumn

Prerequisite(s): Consent of Instructor

BIOS 00291. Interdisciplinary Research Seminar III. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Winter

Prerequisite(s): Consent of Instructor

BIOS 00292. Interdisciplinary Research Seminar IV. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Spring

Prerequisite(s): Consent of Instructor

BIOS 00293. Interdisciplinary Research Seminar V. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Autumn

Prerequisite(s): Consent of Instructor

BIOS 00294. Interdisciplinary Research Seminar VI. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Winter

Prerequisite(s): Consent of Instructor

BIOS 00295. Interdisciplinary Research Seminar VII. 100 Units.

Instructor(s): S. Kron, Staff Terms Offered: Spring

Prerequisite(s): Consent of Instructor

BIOS 00296. Undergraduate Honors Research. 000 Units.

This course is required for students accepted into the BSCD Research Honors program. Students must register for this course both Autumn and Winter Quarters of their fourth year. See also (<http://bscd.uchicago.edu/content/graduating-honors>). Graded pass/fail.

Instructor(s): S. Kron Terms Offered: Autumn, Winter

Prerequisite(s): Consent Only. Acceptance in BSCD Honors Research Program.

BIOS 00297. Research at the Pasteur Institute, Paris. 100 Units.

This course is designed for two chosen students who participate in the summer research program at Pasteur Institute. The course will have three sessions to prepare the students for their research at Pasteur Institute. This includes two journal club-type presentations on the research paper from the mentor of these two students during the winter quarter and one proposal presentation on their research. The course will continue to the ten-week research in the summer. The grade will be based on the performance in the presentations as well as the research performance and final presentation in a mini-symposium in the summer.

Instructor(s): W.-J. Tang Terms Offered: Summer

Prerequisite(s): Consent of Instructor. Students chosen to participate in the summer research in Paris.

BIOS 00298. Undergraduate Research Seminar. 100 Units.

This seminar course is required of fourth-year students who are in the BSCD Research Honors Program.

Instructor(s): Honors Faculty Terms Offered: Spring

Prerequisite(s): Consent only. Acceptance in the BSCD Research Honors Program.

Note(s): Course must be taken for a quality grade and may be counted toward requirements for the biological sciences major.

BIOS 00299. Advanced Research: Biological Sciences. 100 Units.

Before Friday of fifth week of the quarter in which they register, students must submit a one-page summary of the research that they are planning to their research sponsor and to the director of undergraduate research and honors. A detailed two to three page summary on the completed work must be submitted to the research sponsor and the Master of BSCD before Friday of examination week. This course does not meet requirements for the biological sciences major. In the first quarter of registration, students must submit Supplementary Information Forms to their research sponsor and the director of undergraduate research and honors.

Instructor(s): L. Mets Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Fourth-year standing and consent of research sponsor and Master of BSCD.

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F.

Graduate-Level Courses

Many graduate-level courses in the Division of the Biological Sciences are open to qualified College students. Students should consult their advisers, the BSCD office, or the various departments and committees in the division to identify appropriate courses.



CHEMISTRY

PROGRAM OF STUDY

Chemistry is concerned with the preparation, composition, and structure of matter and with the equilibrium and kinetic laws that govern its transformations. The BA and BS degrees in chemistry are designed to provide a broad foundation in the three principal branches of the science: inorganic, organic, and physical chemistry. Analytical chemistry, often regarded as an independent branch, is incorporated into the program. Both curricula discuss experimental and theoretical work and emphasize their interdependence. Both degree programs prepare the student for a career in chemistry. However, the BS degree offers a more intensive program of study. The BA degree also offers thorough study in the field of chemistry, but it provides a wide opportunity for elective freedom and for the pursuit of interdisciplinary interests in areas such as biochemistry, biophysics, chemical physics, geochemistry, premedicine, and education.

PROGRAM REQUIREMENTS

The principal distinction between the BA and BS programs is the number of chemistry courses required.

Program Requirements: BA A minimum of eight courses in chemistry beyond the general education requirement (which should be taken in the first year) is required for the BA degree.

Program Requirements: BS A minimum of twelve courses in chemistry beyond the general education requirement (which should be taken in the first year) is typically required for the BS degree.

SUMMARY OF REQUIREMENTS: BA IN CHEMISTRY

General Education

CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry I (or equivalent) ^{†*}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I and Calculus I	
MATH 16100-16200	Honors Calculus I and Honors Calculus I [†]	
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus I (requires a grade of A- or higher)	
Total Units		400
Major		
CHEM 11300	Comprehensive General Chemistry III (or equivalent) ^{†*}	100
One of the following:		100

MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 19620	Linear Algebra [†]	
MATH 13300	Elementary Functions and Calculus III (requires a grade of A- or higher)	
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200
PHYS 13100-13200-13300	Mechanics and Electricity and Magnetism and Waves, Optics, and Heat (or higher) [†]	300
CHEM 20100	Inorganic Chemistry I	100
One of the following sequences:		300
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	
CHEM 26100-26200	Quantum Mechanics and Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
Total Units		1400

SUMMARY OF REQUIREMENTS: BS IN CHEMISTRY

General Education

CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry I (or equivalent) ^{†*}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I and Calculus I	
MATH 16100-16200	Honors Calculus I and Honors Calculus I [†]	
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus I (requires a grade of A- or higher)	
Total Units		400

Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) ^{†*}	100
One of the following:		100
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	

MATH 19620	Linear Algebra [†]	
MATH 13300	Elementary Functions and Calculus III (requires a grade of A- or higher)	
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200
PHYS 13100-13200-13300	Mechanics and Electricity and Magnetism and Waves, Optics, and Heat (or higher) [†]	300
CHEM 20100-20200	Inorganic Chemistry I and Inorganic Chemistry II	200
One of the following sequences:		300
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	
CHEM 23300	Organic Chemistry of Life Processes	100
CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 22700	Advanced Organic/Inorganic Laboratory	
CHEM 26800	Computational Chemistry and Biology	
Total Units		1800

[†] Credit may be granted by examination.

* See following sections on Advanced Placement and Accreditation Examinations.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in R^n I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; and MATH 27000 Basic Complex Variables and MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended for chemistry majors who plan to pursue advanced study in physical chemistry.

Advanced Placement

Students who earned a score of 5 on the AP test in chemistry are given credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Many such students elect to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III. Students who complete one to three quarters of Comprehensive General Chemistry

or Honors General Chemistry forgo partial or full AP credit. **Note that no credit is given for IB chemistry.**

Accreditation

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering college students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

GRADING

In order to qualify for the BA or BS degree, a GPA of 2.0 or higher (with no grade lower than C-) is needed in required chemistry courses. Students majoring in chemistry must receive quality grades in all courses required in the degree program. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.

UNDERGRADUATE RESEARCH AND HONORS

By their third year, students majoring in chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities, visit chemistry.uchicago.edu/page/degree-programs-and-admissions.html.

Excellent students who pursue a substantive research project with a faculty member of the Department of Chemistry should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year and continue through the following summer and their fourth year. Students who wish to be considered for honors are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry during their third or fourth years.

To be eligible to receive honors, students in the BA or BS degree program in chemistry must write a creditable honors paper describing their research. The paper must be submitted before the deadline established by the departmental counselor and must be approved by the Department of Chemistry. In addition, an oral presentation of the research is required. The research paper or project used to meet this requirement may not be used to meet the BA paper or project requirement in another major.

To earn a BA or BS degree with honors in chemistry, students must also have an overall GPA of 3.0 or higher.

SAMPLE PROGRAM

The following is a suggested schedule for completing a BA or BS degree in chemistry:

First Year

CHEM 12100-12200-12300 Honors General Chemistry I-II-III

MATH 15100-15200-15300 Calculus I-II-III or equivalent

Second Year

CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III

MATH 20000-20100 Mathematical Methods for Physical Sciences I-II

Physics sequence (three quarters)

Third Year

CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics (if physics is taken in the second year)

CHEM 20100 Inorganic Chemistry I

CHEM 20200 Inorganic Chemistry II, CHEM 23300 Organic Chemistry of Life Processes, or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

Fourth Year

CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics (if physics taken in the third year)

CHEM 23300 Organic Chemistry of Life Processes or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

CHEM 22700 Advanced Organic/Inorganic Laboratory or (for BS)

JOINT DEGREE PROGRAMS

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult Gregory Hillhouse at gh15@uchicago.edu and Vera Dragisich at vdragisich@uchicago.edu in the Chemistry Department and Ron Gorny at rlg2@uchicago.edu in the College advising office.

Laboratory Safety

In chemistry labs, safety goggles must be worn at all times. Students who require prescriptive lenses may wear prescription glasses under goggles; contact lenses may not be worn. Exceptions for medical reasons must be obtained from the lab director.

COURSES

CHEM 10100-10200-11300. Introductory General Chemistry I-II; Comprehensive General Chemistry III.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation

and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 10100. Introductory General Chemistry I. 100 Units.

Instructor(s): Staff. L: M. Zhao. Terms Offered: Autumn

Prerequisite(s): Enrollment limited to first-year students

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. Not recommended for students majoring in Chemistry or Biological Chemistry.

CHEM 10200. Introductory General Chemistry II. 100 Units.

Instructor(s): Staff. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Enrollment limited to first-year students

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. Not recommended for students majoring in Chemistry or Biological Chemistry.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

Instructor(s): J. Piccirilli, Y. Weizmann. L: M. Zhao Terms Offered: Spring

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11100-11200-11300. Comprehensive General Chemistry I-II-III.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required.

CHEM 11100. Comprehensive General Chemistry I. 100 Units.

Instructor(s): K.Y.C. Lee, D. Mazziotti. L: M. Zhao Terms Offered: Autumn

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11200. Comprehensive General Chemistry II. 100 Units.

Instructor(s): A. Dinner, G. Engel. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

Instructor(s): J. Piccirilli, Y. Weizmann. L: M. Zhao. Terms Offered: Spring

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11200. Comprehensive General Chemistry II. 100 Units.

Instructor(s): A. Dinner, G. Engel. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

Instructor(s): J. Piccirilli, Y. Weizmann. L: M. Zhao. Terms Offered: Spring

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12100-12200-12300. Honors General Chemistry I-II-III.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

CHEM 12100. Honors General Chemistry I. 100 Units.

Instructor(s): L. Butler. L: M. Zhao. Terms Offered: Autumn

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12200. Honors General Chemistry II. 100 Units.

Instructor(s): N. Scherer. L: M. Zhao Terms Offered: Winter

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12300. Honors General Chemistry III. 100 Units.

Instructor(s): G. Voth. L: M. Zhao Terms Offered: Spring

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12200. Honors General Chemistry II. 100 Units.

Instructor(s): N. Scherer. L: M. Zhao Terms Offered: Winter

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12300. Honors General Chemistry III. 100 Units.

Instructor(s): G. Voth. L: M. Zhao Terms Offered: Spring

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 20100-20200. Inorganic Chemistry I-II.

The extraordinarily diverse chemistry of the elements is organized in terms of molecular structure, electronic properties, and chemical reactivity. CHEM 20100 concentrates on structure and bonding, solid state chemistry, and selected topics in the chemistry of the main group elements and coordination chemistry. CHEM 20200 focuses on organometallic chemistry, reactions, synthesis, and catalysis, as well as bioinorganic chemistry.

CHEM 20100. Inorganic Chemistry I. 100 Units.

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

Prerequisite(s): CHEM 11100-11200-11300 or equivalent, CHEM 22000 and CHEM 22100, or concurrent enrollment in CHEM 22100 or equivalent.

CHEM 20200. Inorganic Chemistry II. 100 Units.

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

Prerequisite(s): CHEM 20100 and CHEM 22200

CHEM 20200. Inorganic Chemistry II. 100 Units.

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

Prerequisite(s): CHEM 20100 and CHEM 22200

CHEM 22000-22100-22200. Organic Chemistry I-II-III.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

CHEM 22000. Organic Chemistry I. 100 Units.

Instructor(s): J. Yin. L: V. Keller Terms Offered: Autumn

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200. NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22100. Organic Chemistry II. 100 Units.

Instructor(s): J. Yin. L: V. Keller Terms Offered: Winter

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): (Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200. NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22200. Organic Chemistry III. 100 Units.

Instructor(s): J. Lewis. L: V. Keller Terms Offered: Spring

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200.) NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22100. Organic Chemistry II. 100 Units.

Instructor(s): J. Yin. L: V. Keller Terms Offered: Winter

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): (Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200. NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22200. Organic Chemistry III. 100 Units.

Instructor(s): J. Lewis. L: V. Keller Terms Offered: Spring

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200.) NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22700. Advanced Organic/Inorganic Laboratory. 100 Units.

This course combines a project approach with exposure to the more advanced techniques of organic and inorganic chemistry. Multistep synthesis, the synthesis of air-sensitive compounds, advanced chromatographic and spectroscopic characterization of products, and the handling of reactive intermediates are a part of the lab.

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

Prerequisite(s): CHEM 20100 and 23300, or consent of instructor

CHEM 23000-23100-23200. Honors Organic Chemistry I-II-III.

This course studies the fundamental structures of organic molecules and the spectroscopic methods used to define. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

CHEM 23000. Honors Organic Chemistry I. 100 Units.

Instructor(s): L. Yu. L: V. Keller Terms Offered: Autumn

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.

Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23100. Honors Organic Chemistry II. 100 Units.

Instructor(s): S. Kozmin. L: V. Keller Terms Offered: Winter

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.

Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23200. Honors Organic Chemistry III. 100 Units.

Instructor(s): L. Yu. L: V. Keller Terms Offered: Spring

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam. Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23100. Honors Organic Chemistry II. 100 Units.

Instructor(s): S. Kozmin. L: V. Keller Terms Offered: Winter

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.

Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23200. Honors Organic Chemistry III. 100 Units.

Instructor(s): L. Yu. L: V. Keller Terms Offered: Spring

Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam. Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 23300. Organic Chemistry of Life Processes. 100 Units.

This course addresses the chemical foundations of the biosynthetic pathways for amino acids, carbohydrates, lipids, and natural products. We emphasize reaction mechanisms in the biosynthesis of these naturally occurring molecules.

Instructor(s): Y. Weizmann Terms Offered: Autumn

Prerequisite(s): A grade of C or higher in CHEM 22200 or 23200, or consent of instructor

CHEM 26100-26200-26300. Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics.

This three-quarter sequence studies the application of physical and mathematical methods to the investigation of chemical systems.

CHEM 26100. Quantum Mechanics. 100 Units.

This course presents quantum mechanics, the Schrödinger wave equation with exact and approximate methods of solution, angular momentum, and atomic spectra and structure.

Instructor(s): P. Guyot-Sionnest Terms Offered: Autumn

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26200. Thermodynamics. 100 Units.

This course continues the sequence with the study of thermodynamic principles and applications, as well as statistical mechanics.

Instructor(s): K. Y. C. Lee Terms Offered: Winter

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26300. Chemical Kinetics and Dynamics. 100 Units.

This course is a discussion of chemical kinetics and dynamics for processes in gases, in liquids, and at interfaces.

Instructor(s): L. Butler Terms Offered: Spring

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26200. Thermodynamics. 100 Units.

This course continues the sequence with the study of thermodynamic principles and applications, as well as statistical mechanics.

Instructor(s): K. Y. C. Lee Terms Offered: Winter

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26300. Chemical Kinetics and Dynamics. 100 Units.

This course is a discussion of chemical kinetics and dynamics for processes in gases, in liquids, and at interfaces.

Instructor(s): L. Butler Terms Offered: Spring

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26700. Experimental Physical Chemistry. 100 Units.

This course introduces the principles and practice of physical chemical measurements. Techniques used in the design and construction of apparatus are discussed in lectures, and practice is provided through lab exercises and experiments. Subjects covered include vacuum techniques, electronics, optics, use of computers in lab instrumentation, materials of construction, and data analysis. L.

Instructor(s): N. Scherer Terms Offered: Spring

Prerequisite(s): CHEM 26100

CHEM 26800. Computational Chemistry and Biology. 100 Units.

The theme for this course is the identification of scientific goals that computation can assist in achieving. We examine problems such as understanding the electronic structure and bonding in molecules, interpreting the structure and thermodynamic properties of liquids, protein folding, enzyme catalysis, and bioinformatics. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests. L.

Instructor(s): Z. Gasyana Terms Offered: Winter

Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400

CHEM 29900. Advanced Research in Chemistry. 100 Units.

Students conduct advanced, individually guided research. Students may submit a written report covering their research activities for consideration for departmental honors.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of a faculty sponsor and the undergraduate counselor

Note(s): Open only to students majoring in chemistry who are eligible for honors.

Available for either quality grades or for P/F grading. Students are required to submit the College Reading and Research Course Form.

CHEM 30100. Advanced Inorganic Chemistry. 100 Units.

Group theory and its applications in inorganic chemistry are developed. These concepts are used in surveying the chemistry of inorganic compounds from the standpoint of quantum chemistry, chemical bonding principles, and the relationship between structure and reactivity.

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

Prerequisite(s): CHEM 20100 and CHEM 26100

CHEM 30200. Synthesis and Physical Methods in Inorganic Chemistry. 100 Units.

This course covers theoretical and practical aspects of important physical methods for the characterization of inorganic molecules. Topics may include NMR, IR, RAMAN, EPR, and electronic and photoelectron spectroscopy; electrochemical methods; and single-crystal X-ray diffraction.

Instructor(s): C. He Terms Offered: Winter

Prerequisite(s): CHEM 30100

CHEM 30400. Organometallic Chemistry. 100 Units.

This course covers preparation and properties of organometallic compounds (notably those of the transition elements, their reactions, and the concepts of homogeneous catalysis).

Instructor(s): G. Hillhouse Terms Offered: Autumn

Prerequisite(s): CHEM 20100

CHEM 30500. Nanoscale Materials. 100 Units.

This course provides an overview of nanoscale phenomena in metals, semiconductors, and magnetic materials (e.g., the fundamental aspects of quantum confinement in semiconductors and metals, superparamagnetism in nanoscale magnets, electronic properties of nanowires and carbon nanotubes, surface plasmon resonances in nanomaterials, photonic crystals). Special attention is paid to preparative aspects of nanomaterials, colloidal and gas-phase syntheses of nanoparticles, nanowires, and nanotubes. Engineered nanomaterials and their assemblies are considered promising candidates for a variety of applications, from solar cells, electronic circuits, light-emitting devices, and data storage to catalysts, biological tags, cancer treatments, and drug delivery. The course covers state-of-the-art in these and other areas. Finally, the course provides an overview of the experimental techniques used for structural characterization of inorganic nanomaterials (e.g., electron microscopy, X-ray diffractometry, small-angle X-ray scattering, STM, AFM, Raman spectroscopy).

Instructor(s): D. Talapin Terms Offered: Spring

Prerequisite(s): CHEM 20200 and 26300, or consent of instructor

CHEM 30600. Chemistry of the Elements. 100 Units.

This course surveys the descriptive chemistries of the main-group elements and the transition metals from a synthetic perspective, and reaction chemistry of inorganic molecules is systematically developed.

Instructor(s): D. Talapin Terms Offered: Winter

Prerequisite(s): CHEM 20100

CHEM 30900. Bioinorganic Chemistry. 100 Units.

This course covers various roles of metals in biology. Topics include coordination chemistry of bioinorganic units, substrate binding and activation, electron-transfer proteins, atom and group transfer chemistry, metal homeostasis, ion channels, metals in medicine, and model systems.

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

Prerequisite(s): CHEM 20200 and 22200/23200

CHEM 31100. Supramolecular Chemistry. 100 Units.

This course develops the concepts of supramolecular chemistry (both organic and metal-based systems) and its applications. Coordination chemistry is introduced as a background to metal-based supramolecular systems. The chemistry and physical properties of transition metal complexes are presented, including crystal field theory, molecular orbital theory, magnetism, and electronic spectra. The mechanisms by which molecular motors operate are presented and reference is made to synthetic systems that attempt to emulate biological molecular motors.

Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 20200 and 22200/23200

CHEM 32100. Physical Organic Chemistry I. 100 Units.

This course focuses on the quantitative aspects of structure and reactivity, molecular orbital theory, and the insight it provides into structures and properties of molecules, stereochemistry, thermochemistry, kinetics, substituent and isotope effects, and pericyclic reactions.

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

Prerequisite(s): CHEM 22200/23200 and 26200, or consent of instructor

CHEM 32200. Organic Synthesis and Structure. 100 Units.

This course considers the mechanisms, applicability, and limitations of the major reactions in organic chemistry, as well as of stereochemical control in synthesis.

Instructor(s): V. Rawal Terms Offered: Autumn

Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32300. Tactics of Organic Synthesis. 100 Units.

This course discusses the important classes for organic transformation. Topics include carbon-carbon bond formation; oxidation; and reduction using a metal, non-metal, or acid-base catalyst. We also cover design of the reagents and the scope and limitation of the processes.

Instructor(s): V. Rawal Terms Offered: Winter

Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32400. Physical Organic Chemistry II. 100 Units.

Topics covered in this course include the mechanisms and fundamental theories of free radicals and the related free radical reactions, biradical and carbene chemistry, and pericyclic and photochemical reactions.

Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 32100

CHEM 32500. Bioorganic Chemistry. 100 Units.

A goal of this course is to relate chemical phenomena with biological activities. We cover two main areas: (1) chemical modifications of biological macromolecules and their potential effects; and (2) the application of spectroscopic methods to elucidate the structure and dynamics of biologically relevant molecules.

Terms Offered: Not offered in 2013-14

Equivalent Course(s): BCMB 32500

CHEM 32900. Polymer Chemistry. 100 Units.

This course introduces a broad range of polymerization reactions and discusses their mechanisms and kinetics. New concepts of polymerization and new materials of current interest are introduced and discussed. We also discuss the physical properties of polymers, ranging from thermal properties to electrical and optical properties in both a solution state and a solid state. Our emphasis is on structure/property relationship.

Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 22200/23200 and 26300

CHEM 33000. Complex Chemical Systems. 100 Units.

This course describes chemical systems in which nonlinear kinetics lead to unexpected (emergent) behavior of the system. Autocatalytic and spatiotemporal pattern forming systems are covered, and their roles in the development and function of living systems are discussed.

Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 22200/23200 and MATH 20100, or consent of instructor

CHEM 33100. New Synthetic Reactions and Catalysts. 100 Units.

This course presents recent highlights of new synthetic reactions and catalysts for efficient organic synthesis. Mechanistic details and future possibilities are discussed.

Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 23300

CHEM 33200-33300. Chemical Biology I-II.

This course emphasizes the concepts of physical organic chemistry (e.g., mechanism, molecular orbital theory, thermodynamics, kinetics) in a survey of modern research topics in chemical biology. Topics, which are taken from recent literature, include the roles of proteins in signal transduction pathways, the biosynthesis of natural products, strategies to engineer cells with novel functions, the role of spatial and temporal inhomogeneities in cell function, and organic synthesis and protein engineering for the development of molecular tools to characterize cellular activities.

CHEM 33200. Chemical Biology I. 100 Units.

Instructor(s): S. Kozmin Terms Offered: Winter

Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.

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

Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.

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

Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33400. High-Throughput Methods in Chemistry. 100 Units.

The course focuses on discovery of reactions, bioactive compounds, and materials by construction of chemical libraries and screening them for desired properties.

Terms Offered: Not offered in 2013-14

CHEM 36100. Wave Mechanics and Spectroscopy. 100 Units.

This course presents the introductory concepts, general principles, and applications of wave mechanics to spectroscopy.

Instructor(s): K. Freed Terms Offered: Autumn

Prerequisite(s): CHEM 26300

CHEM 36200. Quantum Mechanics. 100 Units.

This course builds upon the concepts introduced in CHEM 36100 with greater detail provided for the role of quantum mechanics in chemical physics.

Instructor(s): D. Mazziotti Terms Offered: Winter

Prerequisite(s): CHEM 36100

CHEM 36300. Statistical Thermodynamics. 100 Units.

This course covers the thermodynamics and introductory statistical mechanics of systems at equilibrium.

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

Prerequisite(s): CHEM 26100-26200

CHEM 36400. Advanced Statistical Mechanics. 100 Units.

Topics covered in this course may include statistics of quantum mechanical systems, weakly and strongly interacting classical systems, phase transitions and critical phenomena, systems out of equilibrium, and polymers.

Instructor(s): D. Mazziotti Terms Offered: Winter

Prerequisite(s): CHEM 36300 or equivalent

CHEM 36500. Chemical Dynamics. 100 Units.

This course develops a molecular-level description of chemical kinetics, reaction dynamics, and energy transfer in both gases and liquids. Topics include potential energy surfaces, collision dynamics and scattering theory, reaction rate theory, collisional and radiationless energy transfer, molecule-surface interactions, Brownian motion, time correlation functions, and computer simulations.

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

Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 36800. Advanced Computational Chemistry and Biology. 100 Units.

The theme for this course is the identification of scientific goals that computation can assist in achieving. The course is organized around the examination of exemplary problems, such as understanding the electronic structure and bonding in molecules and interpreting the structure and thermodynamic properties of liquids. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests. L.

Instructor(s): K. Freed Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400

Note(s): This course may not be used to meet requirements for the BS degree.

CHEM 36900. Materials Chemistry. 100 Units.

This course covers structural aspects of colloidal systems, surfactants, polymers, diblock copolymers, and self-assembled monolayers. We also cover the electronic properties associated with organic conducting polymers, organic light-emitting devices, and transistors. More novel topics of molecular electronics, nanotubes, quantum dots, and magnetic systems are also covered. The aim of the course is to provide a broad perspective of the various contributions of chemistry to the development of functional materials.

Terms Offered: Not offered in 2013-14

CHEM 37100. Advanced Spectroscopies. 100 Units.

This linear and nonlinear spectroscopy course includes notions on matter-radiation interaction, absorption, scattering, and oscillator strength. They are applied mostly with the optical range, but we briefly touch upon microwave (NMR, ESR) and X-rays at the extreme. We cover nonlinear optical processes such as coherent Raman, harmonic, and sum-frequency; induced transparency; slow light; and X-ray generation. We also cover coherent and incoherent dynamical probes, such as pump-probe, echos, and two-dimensional spectroscopy.

Terms Offered: Not offered in 2013-14

CHEM 37200. Statistical Mechanics of Polymers/Glasses. 100 Units.

The material in this course is designed to describe the basic statistical mechanics of polymers in dilute and semi-dilute solutions, including the use of path integrals and renormalization group methods. Lattice models are used to describe polymer melts and blends, focusing on miscibility and the descent into glass formation.

Terms Offered: Not offered in 2013-14

Prerequisite(s): CHEM 36400 or equivalent

CHEM 38700. Biophysical Chemistry. 100 Units.

This course develops a physicochemical description of biological systems. Topics include macromolecules, fluid-phase lipid-bilayer structures in aqueous solution, biomembrane mechanics, control of biomolecular assembly, and computer simulations of biomolecular systems.

Terms Offered: Not offered 2013-14

CHEM 51100. Scientific Methods and Ethics. 100 Units.

This course prepares students for independent research by introducing them to the general methodology of scientific research.

Terms Offered: Not offered in 2013-14



CINEMA AND MEDIA STUDIES

PROGRAM OF STUDY

For more than a century, and across widely different cultures, film has been a primary medium for storytelling; it has served to depict and explore the world, to engage and shape the human senses and emotions, memory, and imagination. We live in a time in which the theatrical exhibition of films to a paying public is no longer the primary venue in which motion pictures are consumed. But cinema seems to survive, even as it is being transformed by television, video, and digital media; these media, in turn, are giving rise to new forms of moving image culture.

The major in Cinema and Media Studies provides a framework within which students can approach the history of film and related media from a variety of historical, critical, and theoretical perspectives. Focusing on the study of the moving image, as well as sound, the program enables students to analyze how cinema creates meanings through particular forms, techniques, and styles; how industrial organization affects the way films are produced and received; and how the social context in which they are made and circulated influences our understanding of the medium.

At the same time, the goal is to situate the cinema and related media in broader contexts: modernity, modernism, and the avant-garde; narrative theory, poetics, and rhetoric; commercial entertainment forms and consumer culture; sexuality and gender; constructions of ethnic, racial, and national identities; and international media production and circulation.

Students graduating with a Cinema and Media Studies major will be trained in critical, formal, theoretical, and historical thinking and analysis. The program thus fosters discussion and writing skills. Students will gain the tools to approach film history as well as today's media environment within specific cultural contexts and broad transnational perspectives.

Students wishing to enter the program should consult with the Director of Undergraduate Studies no later than Spring Quarter of their second year. Participation in the program must be declared to the Director of Undergraduate Studies before registration.

PROGRAM REQUIREMENTS

The major consists of twelve courses (four required courses and eight elective courses) and a BA research paper.

Required Courses

The following five courses are required:

CMST 10100 Introduction to Film Analysis. This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses; it must be completed before other required courses. It should be completed as early as possible; it must be completed by the end of the third year.

History of International Cinema sequence CMST 28500 and 28600. This required two-quarter sequence covers the silent era (CMST 28500 History of International Cinema I: Silent Era) and the sound era to 1960 (CMST 28600 History of International Cinema II: Sound Era to 1960), as well as major characteristics and developments of each. It is typically taught in Autumn and Winter Quarters. It should be completed by the end of the third year.

CMST 29800 Senior Colloquium. In Autumn Quarter of their fourth year, students must participate in a Senior Colloquium that helps them conceptualize their BA research paper and address more advanced questions of methodology and theory.

CMST 29900 BA Research Paper. Students are required to register for CMST 29900 BA Research Paper during the term in which they plan to graduate from the College. CMST 29900 BA Research Paper is a zero credit course. Registration for CMST 29900 ensures that a thesis grade will appear on the student's transcript. While students who entered the College before Autumn Quarter 2011 are not required to REGISTER for CMST 29900 as part of the major, they are strongly urged to do so to ensure that a thesis grade appears on the transcript. Whether or not these students choose to register for CMST 29900, they must complete the BA thesis as part of the program requirements.

Elective Courses

Of the eight remaining courses, five must either originate in or be cross-listed with Cinema and Media Studies. Students must receive prior approval of the five courses that they choose, and they are encouraged to consider broad survey courses as well as those with more focused topics (e.g., courses devoted to a single genre, director, or national cinema). Members of the affiliated faculty often teach courses that meet requirements for the three elective courses; students are encouraged to consult with them when making their selections. A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student's third year is available in G-B 418 and on the CMS website.

Although the other three courses may be taken outside Cinema and Media Studies, students must demonstrate their relevance to the study of cinema. For example, a group of courses could focus on: traditional disciplines (e.g., history, anthropology/ethnography, philosophy, psychology, linguistics, sociology, political economy); subfields within area studies (e.g., East Asian, South Asian, African American, Jewish studies); art forms and media other than film, photography, and video (e.g., art history, architecture, literature, theater, opera, dance); or cross-disciplinary topics or sets of problems (e.g., the urban environment, violence and pornography, censorship, copyright and industry regulation, concepts of the public sphere, globalization). A form listing and explaining the choice of outside electives must be submitted to the Director of Undergraduate Studies by fourth week of Winter Quarter of the student's third year is available in G-B 418.

BA Research Paper

Before seventh week of Spring Quarter of their third year, students meet with the Director of Undergraduate Studies to discuss the focus of their required BA project. Students begin reading and research during the summer. By the end of fourth week

of the Autumn Quarter of their fourth year, students select a project adviser and prepare to present an outline of their project to the Senior Colloquium. Writing and revising take place during Winter Quarter. The final version is due by fourth week of the quarter in which the student plans to graduate.

The BA research paper typically consists of a substantial essay that engages a research topic in the history, theory, and criticism of film and/or other media. A creative project in film or video production supplemented by an essay is sometimes an option, contingent on the approval of the faculty.

To be considered for this option, the student will submit a written proposal to the Director of Undergraduate Studies by the seventh week of Spring Quarter of the third year. Priority will be given to students who have completed three production classes (2 must originate in CMST) by the end of Autumn Quarter of their fourth year.

In addition to enrollment in CMST 29800 Senior Colloquium during the Autumn Quarter of the fourth year, students who supplement their BA thesis project with film or video work are required to enroll in the Senior Creative Thesis Workshop during the Winter Quarter of their fourth year. The Senior Creative Thesis Workshop may not be counted toward distribution requirements for the major. All students are required to register for CMST 29900 BA Research Paper during the term in which they plan to graduate from the College.

SUMMARY OF REQUIREMENTS

CMST 10100	Introduction to Film Analysis	100
CMST 28500-28600	History of International Cinema I: Silent Era and History of International Cinema II: Sound Era to 1960	200
CMST 29800	Senior Colloquium	100
5 elective courses in Cinema and Media Studies (courses originating in or cross listed with Cinema and Media Studies) *		500
3 elective courses (courses originating in Cinema and Media Studies or elsewhere that are relevant to the study of cinema) **		300
CMST 29900	BA Research Paper †	000
Total Units		1200

* A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of a student's third year is required to obtain approval of these courses.

** A form to be signed by the Director of Undergraduate Studies by fourth week of Winter Quarter of a student's third year is required to obtain approval of these courses.

† Students are required to register for CMST 29900 BA Research Paper, although it carries no course credit. Students must register for CMST 29900 during the term in which they graduate from the College.

GRADING

Students majoring in Cinema and Media Studies must receive a quality grade in all courses required for the major. With prior consent of instructor, non-majors may take Cinema and Media Studies courses for P/F grading.

HONORS

Students who have earned an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in Cinema and Media Studies courses are eligible for honors. To receive honors, students must also write a BA research paper that shows exceptional intellectual and/or creative merit in the judgment of the first and the second readers, the Director of Undergraduate Studies, and the Master of the Humanities Collegiate Division.

ADVISING

A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student's third year is required to obtain approval of the five elective courses that must either originate in or be cross listed with Cinema and Media Studies. A form to be signed by the Director of Undergraduate Studies by fourth week of Winter Quarter of the student's fourth year is required to obtain approval of the three additional elective courses. Both forms are available in G-B 418.

MINOR PROGRAM IN CINEMA AND MEDIA STUDIES

The minor in Cinema and Media Studies requires the completion of six courses:

CMST 10100	Introduction to Film Analysis	100
CMST 28500-28600	History of International Cinema I: Silent Era and History of International Cinema II: Sound Era to 1960	200
Three courses numbered 20000 or above		300
<hr/> Total Units		600

Students are encouraged to take CMST 10100 Introduction to Film Analysis early in their undergraduate career, or at the beginning of their minor course of study. It must be taken no later than Spring Quarter of a student's third year.

Students who elect the minor program in Cinema and Media Studies must meet with the Director of Undergraduate Studies before the end of the Winter Quarter of their third year to declare their intention to complete the minor and to select courses. The Director's approval of the minor program should be submitted to a student's College adviser no later than the end of Spring Quarter of a student's third year. Approval forms are obtained from the Director of Undergraduate Studies, the department website, or the College adviser.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors; and (2) may not be counted toward general education requirements. All classes toward the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Sample Minor Program in Cinema and Media Studies

CMST 10100	Introduction to Film Analysis	100
CMST 28500	History of International Cinema I: Silent Era	100
CMST 28600	History of International Cinema II: Sound Era to 1960	100
and		
CMST 24701	Left-Wing Art and Soviet Film Culture of the 1920s	100
CMST 25201	Cinema and the First Avant-Garde, 1890-1933	100

CINEMA AND MEDIA STUDIES COURSES OFFERED IN 2013-2014

For the most up-to-date listing of Cinema and Media Studies courses, please visit the Department's website (<http://cms.uchicago.edu/courses>).

CMST 10100. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring

Note(s): Required of students majoring in Cinema and Media Studies

Equivalent Course(s): ARTH 20000, ARTV 25300, ENGL 10800

CMST 10300. Visual Language: On Time and Space. 100 Units.

Through studio work and critical discussion on four-dimensional form, this course is designed to reveal the conventions of the moving image, performance, and/or the production of digital-based media. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as but not limited to narrative, mechanical reproduction, verisimilitude, historical tableaux, time and memory, the body politic, and the role of the author can be illuminated through these primary investigations. Some sections focus solely on performance; others incorporate moving image technology. Please check the time schedule for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week in order to confirm enrollment. Contact dova@uchicago.edu to inquire about the wait list for this class.

Terms Offered: Autumn, Winter, Spring

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually.

This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Equivalent Course(s): ARTV 10300, TAPS 23400

CMST 23405. A Topography of Modernity: Cinema in Paris, 1890-1925. 100 Units.

In the *Arcades Project*, Walter Benjamin wrote: "Couldn't an exciting film be made from the map of Paris? From the unfolding of its various aspects in temporal succession? From the compression of a centuries-long movement of streets, boulevards, arcades, and squares into the space of half an hour?" In this course, we will undertake a study of modernity as both a philosophical concept and historical phenomenon by focusing on film style, cinema culture, film exhibition practices, and the visual culture and urban milieu of Paris—"the capital of the 19th century"—between 1890 and 1925. Knowledge of French is desirable, but not required.

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

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 33405

CMST 23905. Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): J. Hoffman Terms Offered: Winter, Spring

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

CMST 23930. Documentary Production I. 100 Units.

This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.

Instructor(s): J. Hoffman

Prerequisite(s): Prior or concurrent enrollment in CMST 10100 is strongly recommended.

Equivalent Course(s): ARTV 23930

CMST 23931. Documentary Production II. 100 Units.

This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.

Instructor(s): J. Hoffman

Prerequisite(s): CMST 23930/ARTV 23930

Equivalent Course(s): ARTV 23931, ARTV 33931, CMST 33931

CMST 24550. Central Asian Cinema. 100 Units.

Nowhere has the advent of modernity been more closely entwined with cinema than in Central Asia, a contested entity which for our purposes stretches from Turkey in the West to Kyrgyzstan in the East, though our emphasis will be squarely on Soviet and post-Soviet Central Asia (especially Uzbekistan and Kazakhstan). This course will trace the encounter with cinematic modernity through the analysis of individual films by major directors, including (but not limited to) Shukhrat Abbasov, Melis Ubukeev, Ali Khamraev, Tolomush Okeev, Sergei Paradzhanov, Gulshad Omarova. In addition to situating the films in their cultural and historical situations, close attention will be paid to the sources of Central Asian cinema in cinemas both adjacent and distant; to the ways in which cinema enables a distinct encounter with modernity; and to the cinematic construction of Central Asia as a cultural entity.

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

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 34550, SLAV 24550

CMST 24607. Chinese Independent Documentary Film. 100 Units.

This course explores the styles and functions of Chinese independent documentary since 1989, with particular attention to the institutional, social, economic, and political contexts that underpin its flourishing. We will discuss the ways in which recent Chinese documentaries challenge current theories of the genre, how they redefine the relationship between fiction and non-fiction, and the problems of form, political intervention, and ethics of representation that they pose. We will look at their channels of circulation in Asia and elsewhere, and will discuss the political implications and limits of "independent" documentary in the wake of intensified globalization. In addition, we will consider recent influential feature films characterized by a "documentary style." Readings will include theorizations of the documentary genre in relation to other visual media and narrative forms, analyses of specific works, and overviews of recent transformations in Chinese media.

Instructor(s): P. Iovene Terms Offered: Spring

CMST 24614. Three New Waves: Hong Kong, Taiwan, and Mainland China. 100 Units.

Like all New Waves, Chinese New Waves are first and foremost an international event. From the late 1970s on and throughout the 1980s, three "New Wave" cinemas from Hong Kong, Taiwan, and Mainland China appeared on the international stage, representing the historical debut of Chinese-language cinema to world cinephiles. This course will investigate how such "universal" New Wave issues as their stylistic treatment of youth, city, and violence engage with historical local experiences. Films include major works by such important New Wave directors as Ann Hui, Wong Kar-wai, Hou Hsiao-hsien, Edward Yang, Chen Kaige, and Zhang Yimou.

Instructor(s): X. Dong Terms Offered: Autumn

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 34614

CMST 24615. Chinese Musicals. 100 Units.

Are there Chinese musicals? It very much depends on what we would consider a Chinese musical. To answer Adrian Martin's call for "Musical Mutations: Before, Beyond and Against Hollywood," this course will look for Chinese musicals in both obvious and unlikely places. The "musical mutations" under discussion include traditional opera adaptation, back-stage opera film, martial-arts opera film, Maoist opera film, musical comedy, song-and-dance film, melo-drama, Hong Kong musical, and most certainly the "apocalyptic" musical named by Martin, *The Hole* (Tsai Ming-liang, 1998). The tripartite developments of Chinese-language cinemas provide a privileged site to chart the ways the musical genre expands, transforms, and rejuvenates across time and borders.

Instructor(s): X. Dong Terms Offered: Winter

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 34615

CMST 26400. The Cinema of Charlie Chaplin. 100 Units.

The course looks at Chaplin and his long film career from a number of perspectives. One of these is Chaplin's acting technique inherited from *commedia dell'arte* and enriched by cinematic devices; another is Chaplin as a person involved in a series of political and sexual scandals; yet another one is Chaplin as a myth fashioned within twentieth-century art movements like German Expressionist poetry, French avant-garde painting, or Soviet Constructivist art.

Instructor(s): Y. Tsivian Terms Offered: Winter

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

CMST 26402. Post-World War II American Mise en Scene Directors. 100 Units.

This course will treat the style of a number of American Hollywood feature film directors during the two decades after World War II, including Nicholas Ray, Anthony Mann, Otto Preminger, and others. These directors were singled out at that time by the critics writing for the French journal *Cahiers du Cinema* as auteurs, directors with a consistent style. Critics in France, England, and the USA used the term *mise en scene* to discuss their use of framing, performance, editing, and camera movement and especially their use of new technologies such as wide screen and color. This course will explore the concept of directors' style as well as the mode of close analysis criticism that grew out of this concept.

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

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 36402

CMST 26503. Scandinavian Cinema in the Classic Era (1910-1960) 100 Units.

During the 1910s Scandinavian cinema was among the most popular cinemas in the world. The best directors, actresses, and actors developed a mastery of cinematic expression and screen appearance never seen before in cinema. Erotically charged melodramas and comedies were the most popular genres, but also poetic masterpieces such as *The Passion of Joan of Arc* are key works from this era. The course will explore the breathtaking appearances of such celebrated female stars as Asta Nielsen and Greta Garbo, and analyze silent masterpieces such as Blom's early science fiction films, the dramas of Christensen, Stiller, Sjostrom, and Dreyer, and the early films of Tancred Ibsen and Ingmar Bergman. All readings are in English.

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

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 36503

CMST 27204. Realisms. 100 Units.

The course will examine key genealogies, theoretical debates, and critical accounts of realism in the cinema. Questions of realism have been carried over from the "traditional" arts and literature, but had undergone a sea-change with the particular ontological and epistemological claims of the cinematic medium, across fiction and documentary, mainstream and experimental forms. While the concept seemed bracketed (or buried) with the advent of structuralism and post-modernism, reality effects—traversing types, genres, and ideologies of representation—still haunt the cinematic imagination. The claim to "presence" carried by photographic indexicality, the historical conventions of mimesis and illusionism, the shifting values of document, witness, testimony, of the material and the referential, of the authentic and the composed—all ensured the continued fascination with realism and its productive transfigurations through our time. We will explore examples from different cinemas and cultural moments, and consider debates on the political implications of realism and its capacity for transformation and revival.

Instructor(s): Noa Steimatsky Terms Offered: Autumn

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 37204

CMST 27600. Introduction to Black and White Film Photography. 100 Units.

Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this class, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Field trips required.

Instructor(s): S. Huffman, L. Letinsky Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Camera and light meter required.

Equivalent Course(s): ARTV 24000, ARTV 34000, CMST 37600

CMST 27602-27702. Photography I-II.

The goal of this course is to develop students' investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist's statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

CMST 27602. Photography I. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 24401, ARTV 34401, CMST 37602

CMST 27702. Photography II. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 24402, ARTV 34402, CMST 37702

CMST 27702. Photography II. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 24402, ARTV 34402, CMST 37702

CMST 27800. Theories of Media. 100 Units.

This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a habitat" in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and such modern texts as Marshall McLuhan's *Understanding Media*, Régis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of such concepts as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at such recent films as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises, and a final paper.

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): ENGL 12800, AMER 30800, ARTH 25900, ARTH 35900, ARTV 25400, CMST 37800, ENGL 32800

CMST 28304. Absorption/Distanciation: Wagner, Brecht, Kluge. 100 Units.

Explores Richard Wagner's music-dramas, Bertolt Brecht's plays, and Alexander Kluge's films as a forum for the formulation, circulation, and contestation of absorption and distanciation. While a conventional historical account would map the tensions between absorption and distanciation as a one-way trip, moving from absorption (in Wagner) to distanciation (as coined by Brecht) to distraction (as deployed by Kluge), we will explore how each artist deploys each term to varying effects. Works to be considered include Wagner's *The Flying Dutchman* and *Parsifal*, Brecht's *Man Is Man* and *The Measures Taken*, and Kluge's *Yesterday Girl* and *The Power of Emotions*. Readings by each artist, as well as by Theodor Adorno, Walter Benjamin, Michael Fried, Miriam Hansen, Andreas Huyssen, and Gertrud Koch. In English.

Instructor(s): D. Levin Terms Offered: Winter

Equivalent Course(s): GRMN 33914, CMST 38304, TAPS 28439, MUSI 29614, MUSI 33914, GRMN 29614

CMST 28500-28600. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

CMST 28500. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000

CMST 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMST 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMST 28801. Digital Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

Instructor(s): J. Salavon Terms Offered: Winter, Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22500, ARTV 32500, CMST 38801

CMST 28903. Video. 100 Units.

This is a production course geared towards short experimental works and video within a studio art context.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 33801, ARTV 23801

CMST 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty adviser and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Form.

This course may be counted toward distribution requirements for the major.

CMST 29800. Senior Colloquium. 100 Units.

This seminar is designed to provide fourth-year students with a sense of the variety of methods and approaches in the field (e.g., formal analysis, cultural history, industrial history, reception studies, psychoanalysis). Students present material related to their BA project, which is discussed in relation to the issues of the course.

Instructor(s): N. Steimatsky Terms Offered: Autumn

Prerequisite(s): CMST 10100. Required of students majoring in Cinema and Media Studies.

CMST 29900. BA Research Paper. 000 Units.

Terms Offered: Winter, Spring

Prerequisite(s): Consent of instructor. Required of students majoring in Cinema and Media Studies.

Note(s): Students are required to submit the College Reading and Research Form.

This course may not be counted toward requirements for the major or as a free-elective credit.



CIVILIZATION STUDIES

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

Unless otherwise specified, courses should be taken in sequence. Note the prerequisites, if any, included in the course description of each sequence. Some civilization sequences are two-quarter sequences; others are three-quarter sequences. Students may meet a two-quarter civilization requirement with two courses from a three-quarter sequence.

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

COURSES

CRES 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.

CRES 24001. Colonizations I. 100 Units.

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.

Terms Offered: Autumn

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

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

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

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

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

EALC 10800-10900-11000-15400. Introduction to the Civilizations of East Asia I-II-III-IV.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

EALC 10800. Introduction to the Civilizations of East Asia I. 100 Units.

Instructor(s): G. Alitto Terms Offered: Autumn

Equivalent Course(s): HIST 15100,CRES 10800,SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400,SOSC 23801

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

This two-quarter sequence aims to expand students' exposure to an array of texts— theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

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

The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, "Kinship" and "Creativity and Cultural Knowledge." The "Kinship" cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The "Creativity and Cultural Knowledge" cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of "difference" on cultural forms.

Instructor(s): D. Delogu, S. Thakkar Terms Offered: Autumn

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

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

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

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

HIPS 17300-17400-17501-17502. Science, Culture, and Society in Western Civilization I-II-III-IV.

Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. This three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.

The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.

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

Equivalent Course(s): HIST 17300

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIST 17400

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.
Instructor(s): A. Winter Terms Offered: Spring.
Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIST 17502

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

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a two-quarter sequence.

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

Part One considers literary, oral, and archeological sources to investigate African societies and states from the early iron age through the emergence of the Atlantic World: case studies include the empires of Ghana and Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): AFAM 20701, ANTH 20701, CRES 20701

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

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): AFAM 20702, ANTH 20702, CHDV 21401, CRES 20702

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

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): AFAM 20702, ANTH 20702, CHDV 21401, CRES 20702

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

Students who plan to complete a three-quarter sequence will register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. This sequence meets the general education requirement in civilization studies. "European Civilization" is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "Civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early middle ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European Civilization, but some of the most important readings will be the same in all sections. 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.

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

Terms Offered: Autumn, Winter

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

Terms Offered: Winter, Spring

HIST 13003. History of European Civilization III. 100 Units.

Terms Offered: Spring

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

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

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

Instructor(s): K. Weintraub, Autumn, Winter; J. Boyer, Summer Terms Offered: Autumn, Winter, Summer

Prerequisite(s): These courses must be taken in sequence

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

Instructor(s): K. Weintraub, Winter, Spring; J. Boyer, Summer Terms Offered: Winter, Spring, Summer

Prerequisite(s): These courses must be taken in sequence

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

Instructor(s): K. Weintraub, Spring; J. Boyer, Summer Terms Offered: Spring, Summer

Prerequisite(s): These courses must be taken in sequence

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

Available as a three-quarter sequence (Autumn, Winter, Spring) or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies. This sequence uses the American historical experience, set within the context of Western civilization, to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

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

Subunits examine the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.

Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence

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

Subunits focus on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.

Terms Offered: Winter

Prerequisite(s): These courses must be taken in sequence

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

Subunits focus on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.

Terms Offered: Spring

Prerequisite(s): These courses must be taken in sequence

HIST 13900-14000. Introduction to Russian Civilization I-II.

This two-quarter sequence provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1880s; 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. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required. This sequence is offered in alternate years.

HIST 13900. Introduction to Russian Civilization I. 100 Units.

Instructor(s): F. Hillis, M. Merritt Terms Offered: Autumn. Not offered in 2014-15.

Equivalent Course(s): RUSS 25100, SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): RUSS 25200, SOSC 24100

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

Available as a three-quarter sequence (Autumn, Winter, Spring) or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), Autumn Quarter; the Roman Republic (509 to 27 BC), Winter Quarter; and the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD, Spring Quarter.

HIST 16700. Ancient Mediterranean World I. 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 Terms Offered: Autumn

Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II. 100 Units.

This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 68 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.

Instructor(s): C. Hawkins Terms Offered: Winter

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): CLCV 20900

JWSC 20001-20002-20003. Jewish History and Society I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

JWSC 20001. Jewish History and Society I: Ancient Jerusalem. 100 Units.

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

Equivalent Course(s): CRES 20001, HIST 22113, NEHC 20401, NEHC 30401, RLST 20604, BIBL 31400

JWSC 20002. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmis” and “People of the Book” and investigate how their meaning changed in various historical contexts.

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

Equivalent Course(s): CRES 20002, HIST 22406, NEHC 20402, NEHC 30402

JWSC 20003. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): HIST 22202, NEHC 20403, NEHC 30403

JWSC 20004-20005-20006. Jewish Thought and Literature I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

JWSC 20004. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

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

Equivalent Course(s): RLST 11005, BIBL 31000

JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 20405, NEHC 30405

JWSC 20006. Jewish Thought and Literature III: The Jewish Interpretation of the Bible in the Middle Ages. 100 Units.

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

Equivalent Course(s): RLST 20604

LACS 16100-16200-16300. 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).

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

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): ANTH 23101, CRES 16101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100

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

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

Terms Offered: Winter

Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

MUSI 12100-12200. Music in Western Civilization I-II.

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

MUSI 12100. Music in Western Civilization I: To 1750. 100 Units.

Instructor(s): A. Robertson Terms Offered: Winter

Equivalent Course(s): HIST 12700,SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.

Terms Offered: Spring

Equivalent Course(s): HIST 12800,SOSC 21200

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.**NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.**

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

Terms Offered: Autumn

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

This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.

Instructor(s): Johnson, Ritner, Muhs Terms Offered: Winter

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.

This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.

Instructor(s): P. Goedegebuure Terms Offered: Spring

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

Taking these courses in sequence is not required.

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

This course takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.

Instructor(s): C. Woods Terms Offered: Autumn

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

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

Instructor(s): H. Haroutunian Terms Offered: Winter

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

NEHC 20006. Ancient Near Eastern Thought and Literature III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

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

NEHC 20011-20012-20013. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered.

NEHC 20011. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

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

Equivalent Course(s): CLCV 25700, HIST 15602

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

Instructor(s): H. Karateke 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): CLCV 25800,HIST 15603

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

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

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): CLCV 25900,HIST 15604

NEHC 20416-20417-20418. Semitic Languages Cultures and Civilizations I-II-III.
THIS SEQUENCE IS NOT OFFERED ACADEMIC YEAR 2013-2014.**NEHC 20416. Semitic Languages Cultures and Civilizations I. 100 Units.**

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

Note(s): THIS COURSE IS NOT OFFERED AY 2013-2014

Equivalent Course(s): HIST 15702

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

This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world.

This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.

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

Note(s): THIS COURSE IS NOT OFFERED AY 2013-2014

Equivalent Course(s): HIST 15703

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

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

Terms Offered: Spring

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

Note(s): THIS COURSE IS NOT OFFERED AY 2013-2014

Equivalent Course(s): HIST 15704

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

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

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

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

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

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): HIST 25704, HIST 35704, ISLM 30500, RLST 20501

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

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

Equivalent Course(s): HIST 25804, HIST 35804, ISLM 30600

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

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

Instructor(s): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20601-20602-20603. 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.

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

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

Instructor(s): T. Qutbuddin Terms Offered: Autumn

Equivalent Course(s): RLST 20401, SOSC 22000

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

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

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

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

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.

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

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

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

Equivalent Course(s): RLST 20403, SOSC 22200

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The Autumn Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): ANTH 24101,HIST 10800,SASC 20000,SOSC 23000

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

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,SOSC 23100

CIVILIZATION STUDIES ABROAD PROGRAMS

Students may also complete their civilization studies requirement by participating in one of the College's Study Abroad programs. For more information about these programs, consult the Study Abroad (p. 1433) section of this catalog or visit study-abroad.uchicago.edu.



CLASSICAL STUDIES

PROGRAMS OF STUDY

The BA degree in Classical Studies allows students to explore Greek and Roman antiquity in a variety of ways and provides excellent preparation for careers that require strong skills in interpretation and writing, such as teaching, scholarly research, law, and publishing, and in the humanities in general. Students may choose from the following three variants based on their preparation, interests, and goals:

1. The Language and Literature Variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science.
2. The Language Intensive Variant focuses on languages with the aim of reading a larger selection of texts in the original languages; it is designed especially for those who wish to pursue graduate studies in classics.
3. The Greek and Roman Cultures Variant emphasizes courses in art and archaeology, history, material culture, and texts in translation.

Students in other fields of study may also complete a minor in Classical Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

LANGUAGE AND LITERATURE VARIANT

Students who take the Language and Literature Variant may focus exclusively on Greek or exclusively on Latin, or they may study both languages with an emphasis on one or the other. The program assumes that, in addition to the requirements for the major, students have completed, or have credit for, a year of language study in either Greek or Latin.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Six courses in Greek or Latin in the major that must include the 20100-20200-20300 Intermediate sequence or higher in at least one language. The first-year language sequence cannot be counted towards the major requirements unless a student takes both Latin and Greek courses. The requirement can be satisfied by, for example:

- | | | | |
|----|---------------------------|---|-----|
| 2. | LATN
20100-20200-20300 | Intermediate Latin I: Cicero
and Intermediate Latin II: Seneca
and Intermediate Latin III: Vergil, Aeneid | 300 |
|----|---------------------------|---|-----|

One of the following:	300
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- | | |
|--------------|-----------------|
| LATN 21100 | Roman Elegy |
| & LATN 21200 | and Roman Novel |
| & LATN 21300 | and Vergil |

GREK Introduction to Attic Greek I
 10100-10200-1030 and Introduction to Attic Greek I
 and Introduction to Attic Greek III: Prose

3. Six courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
4. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.
5. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Language and Literature Variant

6 courses in Greek or Latin (must include 20100-20200-20300) *	600
6 courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation	600
CLCV 29800 BA Paper Seminar	100
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Total Units	1300

* Credit will not be granted by examination.

LANGUAGE INTENSIVE VARIANT

The Language Intensive Variant is designed for students who expect to continue Classical Studies at the graduate level. It aims to provide the level of linguistic proficiency in both Greek and Latin that is commonly expected of applicants to rigorous graduate programs.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Six courses in one classical language (Greek or Latin) at the 20000 level or above and six courses in the other (three of which may be at the introductory level).

2. Four courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
3. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.
4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Language Intensive Variant

6 courses in Greek *	600
6 courses in Latin *	600
4 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation	400
CLCV 29800 BA Paper Seminar	100
Total Units	1700

* Six courses in one classical language (Greek or Latin) at the 20000 level or above, and six courses in the other (three of which may be at the introductory level). Credit will not be granted by examination.

GREEK AND ROMAN CULTURES VARIANT

This variant is designed for students who are interested in ancient Greece and Rome but wish to focus more on history (political, intellectual, religious, social) and material culture than on language and literature. Because the program allows many courses taught in other departments to count toward the major, it is especially suited to students who declare their major late or who wish to complete two majors. The program assumes that, *in addition to requirements for the major*, students have met the general education requirement in civilization studies by taking CLCV 20700-20800 Ancient Mediterranean World I-II, the Athens Program, or the Rome Program. Students who have met the general education requirement in civilization studies with a different sequence should complete one of these three sequences, which may then count among the nine courses in classical civilization required for the major.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Three courses in Greek or Latin beyond the level of placement. Students who have not received credit by placement tests or Advanced Placement examinations may register for first-year Greek or Latin courses.
2. Nine courses in art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
3. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.
4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Greek and Roman Cultures Variant

3 courses in Greek or Latin *	300
9 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation	900
CLCV 29800 BA Paper Seminar	100
Total Units	1300

* Credit will not be granted by examination.

BA Paper Seminar and BA Paper

Candidates for the BA degree in all variants of the Classical Studies major are required to write a substantial BA paper. The purpose of the BA paper is to enable students to improve their research and writing skills and to give them an opportunity to focus their knowledge of the field upon an issue of their own choosing.

In their *third* year, by Monday of eighth week of Spring Quarter, students must submit to the director of undergraduate studies a short statement proposing an area of research that must be approved by a member of the Classics faculty who agrees

to be the director of the BA paper. At the same time, students should meet with the preceptor of the BA Paper Seminar to plan a program of research.

Students may register for the CLCV 29800 BA Paper Seminar in either Autumn or Winter Quarter of their fourth year, but they are expected to participate in seminar meetings throughout both quarters. The focus of the seminar is to discuss research problems and compose preliminary drafts of their BA papers. Participants in the regular seminar meetings are expected to exchange criticism and ideas with each other and with the preceptor, as well as to take account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. At the end of Autumn Quarter, a provisional grade will be assigned by the preceptor and communicated to the student via the director of undergraduate studies. Once the BA paper has been submitted, the final grade will be determined jointly by the preceptor and faculty director.

The deadline for submitting the BA paper in final form is *Friday of third week of Spring Quarter*. This deadline represents the formal submission, which is final; students should expect to submit and defend substantial drafts much earlier. Hard copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies. Students who fail to meet the deadline may not be able to graduate in that quarter and will not be eligible for honors consideration.

Students who undertake a *double major* may meet the requirement for a BA paper in Classical Studies by making it part of a single BA paper that is designed to meet the requirements of both majors. This combined paper must have a substantial focus on texts or issues of the classical period, and must have a Classics faculty member as a reader. CLCV 29800 BA Paper Seminar (the two-quarter BA Paper Seminar) is required of all students majoring in Classical Studies, whether as a double major or as a single major. The use of a single essay to meet the requirement for a BA paper in two majors requires approval from directors of undergraduate studies in both majors. A consent form, to be signed by the directors of undergraduate studies, is available from the College advisers. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

GRADING

The following first-year sequences in Greek and Latin and the courses in Greek and Latin composition are open for P/F grading for students not using these courses to meet language requirements for the major. All courses taken to meet requirements in the major must be taken for quality grades.

GREK 10100-10200-10300	Introduction to Attic Greek I and Introduction to Attic Greek II and Introduction to Attic Greek III: Prose	300
GREK 11100-11200-11300	Accelerated Introduction to Attic Greek I and Accelerated Introduction to Attic Greek II and Accelerated Introduction to Attic Greek III	300

LATN 10100-10200-10300	Introduction to Classical Latin I and Introduction to Classical Latin II and Introduction to Classical Latin III	300
LATN 11100-11200-11300	Accelerated Introduction to Classical Latin I and Accelerated Introduction to Classical Latin II and Accelerated Introduction to Classical Latin III	300

HONORS

To be recommended for honors, a student (1) must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the major and (2) must also demonstrate superior ability in the BA paper to interpret Greek or Latin source material and to develop a coherent argument. The BA paper must be judged worthy of honors by the faculty director, the preceptor, and an additional faculty reader. Before the end of fifth week of Winter Quarter, the preceptor will make an initial recommendation for honors to the director of undergraduate studies, who will then consult with the faculty director. If the recommendation is approved, the student will select a second faculty reader in consultation with the faculty director.

Prizes

The Arthur Adkins Summer Research Fellowship (up to \$5,000) is targeted to third-year undergraduates who are bound for graduate school, and it provides means and opportunity for the writing of a superior research paper on any aspect of the ancient world from the Bronze Age through Late Antiquity. It may be used for travel to classical sites and collections or to other research centers, and/or for living expenses during a summer devoted to research between the third and fourth year. Applicants must submit (in the first week of Spring Quarter) a transcript, statement (two to three pages) outlining their project and its relationship to existing knowledge in the field, plan of research together with a provisional budget for the summer, and letter from a faculty supervisor.

The Classics Prize is a cash award of \$300 made annually to the student who graduates with the best record of achievement in the Classical Studies major.

The David Grene Summer Fellowship (up to \$5,000) is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge that they are unable to pursue during the regular academic year, and it allows them an opportunity to explore that interest through independent study during the summer before graduation. The independent study may involve training in a new discipline (e.g., paleography, numismatics), first-hand experience of ancient sites and artifacts, or ancillary language study. It may be carried out under the auspices of an organized program (e.g., American School of Classical Studies at Athens, American Academy in Rome), or it may be tailored entirely according to the student's own plan. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The John G. Hawthorne Travel Prize (up to \$4,000) is awarded annually to an outstanding undergraduate student of classical languages, literature, or civilization for travel to Greece or Italy or for study of classical materials in other countries. The

award may be used to pursue a project of the student's own design or to participate in appropriate programs conducted in Greece or Italy. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The Nancy P. Helmbold Travel Award (up to \$3,500) is awarded annually to an outstanding undergraduate student of Greek and/or Latin for travel to Greece or Italy. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, proposed budget, and faculty letter of recommendation.

The Paul Shorey Foreign Travel Grant (\$300) is awarded annually to a student of Greek or Latin who has been accepted to participate in the Athens Program or the Rome Program of the College, and it is to be used to defray costs incurred in the program. The terms of the grant stipulate that it is to be awarded to a "needy and deserving" student. Students who have been accepted into one of the programs and who wish to be considered for the Shorey grant are invited to submit statements explaining their need in the first week of Spring Quarter.

The Pausanias Summer Research Fellowship (up to \$5,000) is awarded annually to an undergraduate student who is majoring or minoring in Classical Studies and is conducting research abroad in a site of interest for classical studies. The award may be used to pursue a project of the student's own design or to participate in an appropriate institutional program abroad. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

MINOR PROGRAM IN CLASSICAL STUDIES

The minor in Classical Studies requires a total of seven courses in Greek, Latin, or classical civilization. Students may choose one of two variants: a language variant that includes three courses at the 20000 level or higher in one language or a classical civilization variant.

Students must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Greek (or Latin) Sample Variant*

GREK 10100-10200-10300	Introduction to Attic Greek I and Introduction to Attic Greek II and Introduction to Attic Greek III: Prose	300
GREK 20100-20200-20300	Intermediate Greek I: Plato and Intermediate Greek II: Sophocles and Intermediate Greek III: Homer	300
CLCV 21200	History and Theory of Drama I **	100

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** or, for example, CLCV 21400 Marg Populations Of Rom Empire

Greek (or Latin) Sample Variant*

One of the following sequences:		300
GREK 20100-20200-20300	Intermediate Greek I: Plato and Intermediate Greek II: Sophocles and Intermediate Greek III: Homer	
LATN 20100-20200-20300	Intermediate Latin I: Cicero and Intermediate Latin II: Seneca and Intermediate Latin III: Vergil, Aeneid	
CLCV 20700-20800-20900	Ancient Mediterranean World I and Ancient Mediterranean World II and Ancient Mediterranean World III	300
CLCV 21400	Marg Populations Of Rom Empire **	100

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** or, for example, CLCV 21200 History and Theory of Drama I

Classical Civilization Sample Variant*

CLCV 20700-20800-20900	Ancient Mediterranean World I and Ancient Mediterranean World II and Ancient Mediterranean World III **	300
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* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** or, for example, GREK 10100-10200-10300 Introduction to Attic Greek I-II-III or LATN 10100-10200-10300 Introduction to Classical Latin I-II-III

Credit will not be granted by examination to meet the language requirement for the minor program.

CLASSICS - CLASSICAL CIVILIZATION COURSES

CLCV 14113. Introduction to Roman Art and Archaeology. 100 Units.

This course offers a survey of the art and archaeology of the Roman world from the founding of Rome in the eighth century BC to the Christianization of the Empire in the fourth century AD. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?

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

Equivalent Course(s): ARTH 14105

CLCV 20700-20800-20900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn, Winter, Spring) or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), Autumn Quarter; the Roman Republic (509 to 27 BC), Winter Quarter; and the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD, Spring Quarter.

CLCV 20700. Ancient Mediterranean World I. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 16700

CLCV 20800. Ancient Mediterranean World II. 100 Units.

This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 68 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.

Instructor(s): C. Hawkins Terms Offered: Winter

Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.

This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): HIST 16900

CLCV 20800-20900. Ancient Mediterranean World II-III.

CLCV 20800. Ancient Mediterranean World II. 100 Units.

This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 68 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.

Instructor(s): C. Hawkins Terms Offered: Winter

Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.

This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): HIST 16900

CLCV 20900. Ancient Mediterranean World III. 100 Units.

This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): HIST 16900

CLCV 21113. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include Digenes Akritas and Song of Igor's Campaign, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32302, CLAS 31113, SLAV 22302, SLAV 32302, CMLT 22302

CLCV 21200. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CMLT 20500, CMLT 30500, ENGL 31000, TAPS 28400

CLCV 21313. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32303, CLAS 31313, SLAV 22303, SLAV 32303, CMLT 22303

CLCV 21812. Greek Art and Archaeology I: From the Bronze Age to the Persian Wars. 100 Units.

This course will survey the art and archaeology of the ancient Greek world from the Bronze Age to the Persian Wars (480 BC). We will study early civilizations of Minoan Crete and Mycenaean Greece, and their dramatic collapse in the twelfth century BC. We will then see the emergence of a new political and social system based on city-states, featuring distinctive forms of sculpture, architecture, pottery, and urban design. Along the way, students will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life. The big question is: how can we make sense of the past by means of artifacts?

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. This course is the first of a two-course sequence; registration in the second course is not required for participation in the first.

Equivalent Course(s): ARTH 14307

CLCV 22700. History of Philosophy I: Ancient Philosophy. 100 Units.

An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): G. Lear Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in humanities

Equivalent Course(s): PHIL 25000

CLCV 23608. Aristophanes' Athens. 100 Units.

This course will focus on nine of Aristophanes' plays in translation (*Acharnians*; *Wasps*; *Clouds*; *Peace*; *Birds*; *Lysistrata*; *Thesmophoriazousai*; *Frogs*; and *Ploutos*) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.

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

Equivalent Course(s): CLAS 33608, ANCM 33900, HIST 30803, FNDL 23608, HIST 20803

CLCV 23712. Aquinas on God, Being, and Human Nature. 100 Units.

This course considers sections from Saint Thomas Aquinas's *Summa Theologica*.

Among the topics considered are God's existence; the relationship between God and Being; and human nature.

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

Equivalent Course(s): FNDL 20700, RLST 23605

CLCV 24113. The Archaeology of Death in Ancient Rome. 100 Units.

This course serves as a general introduction to the commemoration of death in Roman funerary monuments, giving particular attention to the social bonds they were meant to express and reinforce through visual modes of address. Memorials dedicated by a socially diverse group of patrons including both elites and non-elites, metropolitan Romans and far-flung provincials, will be studied in relation to an equally diverse body of material evidence including tomb architecture and cemetery planning, inscriptions, sarcophagi and cinerary urns, and portraiture. The course will also take advantage of sites in Chicago such as Rosehill or Graceland Cemetery as important points of comparison with the ancient material.

Instructor(s): P. Crowley Terms Offered: Spring

Equivalent Course(s): ARTH 24105

CLCV 24506. Alexander the Great. 100 Units.

The exploits of Alexander the Great have fascinated historians since the end of the third century B.C. This course will provide an introduction not only to the history of Alexander's reign, but also to the main historiographical traditions (both ancient and modern) that shape our view of his legacy. All sources will be read in translation.

Instructor(s): C. Hawkins

Equivalent Course(s): HIST 20802, CLAS 34506, HIST 30802

CLCV 24508. Economy and Society in Ancient Greece and Rome. 100 Units.

In this course we will explore not only the nature of ancient Greek and Roman economies, but also the way in which social and political structures constrained or facilitated the efforts of individuals to devise successful strategies within those economies. We will consider trade, manufacture, and agriculture, and we will devote considerable attention to issues of methodology: what questions should we ask about ancient economic life, and with what evidence can we answer them?

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

CLCV 24812. The Historical Context of the Platonic Dialogue. 100 Units.

Plato's historical fictions, like most such work, use the past as a way of confronting with current issues. This course will place them in the context of the history of philosophy and the development of prose literature, at a time when colloquial prose was new and philosophy was a highly contested term, overlapping with religion. Final paper.

Instructor(s): J. Redfield Terms Offered: Winter 2013

Note(s): Open to undergrads with consent of instructor

Equivalent Course(s): CLAS 34812, SCTH 31920

CLCV 25510. Homer's Odyssey. 100 Units.

This course is a close reading of the *Odyssey*. Discussion topics include identity, maturation, hospitality and friendship, gender, travel, and fantasies about other cultures. Texts in English.

Instructor(s): W. Olmsted Terms Offered: Autumn

Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.

Equivalent Course(s): FNDL 21901

CLCV 25513. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the “a change from ignorance (*agnoia*) to knowledge (*gnosis*).” Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters’ *anagnorisis* isn’t restricted to the filiation, i.e., identity, of other characters the audience’s cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer’s *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle’s *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater’s obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist’s dramatic deconstructions of German bourgeois and classical theater test the Enlightenment’s claim to reason and reform of human cognition. Our last stop will be Brecht’s theater of “*Entfremdung*” that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): GRMN 26913, CLAS 35513, CMLT 26913, CMLT 36913, TAPS 28441, GRMN 36913

CLCV 25700-25800-25900. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered.

CLCV 25700. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.

Instructor(s): H. Haroutunian 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 20011, HIST 15602

CLCV 25800. Ancient Empires II: The Ottoman Empire. 100 Units.

Instructor(s): H. Karateke 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 15603, NEHC 20012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.

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

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): NEHC 20013,HIST 15604

CLCV 25800. Ancient Empires II: The Ottoman Empire. 100 Units.

Instructor(s): H. Karateke 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 15603,NEHC 20012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.

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

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): NEHC 20013,HIST 15604

CLCV 26512. Augustine's Confessions. 100 Units.

Augustine's *Confessions* recount not only his own conversion(s), but seek to facilitate a conversion in his readers and, thereby, inaugurate a new form of meditative reading. Like Cicero's *Hortensius*, the text which prompted his long return to God, they thus belong to a genre of discourse known as protreptic in antiquity and designed to turn the reader towards the pursuit of wisdom. Of course, the *Confessions* as a confession participate in a number of other genres, and, thus, our analysis will have to take into account its generic complexity in order to understand how seeks to be read.

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

Equivalent Course(s): FNDL 24713,RLST 24713

CLCV 26713. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CLAS 36713,FNDL 22912,FREN 26701,FREN 36701,BPRO 26700

CLCV 27913. Institutions and Economic Growth in the Ancient World. 100 Units.

It is now firmly established that the ancient Greek and Roman world experienced a considerable economic growth. This course will focus on the role of 'corporate institutions' in the process. A special attention will be devoted to the management of the work force (slavery vs. free labor) and to business finance and organization. The course will be based on the analysis of a broad set of ancient literary sources, from Xenophon and Aristotle to the Roman agronomists and the Digest, and on inscriptions and papyri, all in translation.

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

Equivalent Course(s): CLAS 37913

CLCV 28300. Ephron Seminar. 100 Units.

The goal of this annual seminar of changing context is to promote innovative course design. Examples of past topics are gender, death, violence, and law in the ancient world.

Terms Offered: Spring

CLCV 28513. City and Kingdom in Asia Minor, Fourth–Second Century BCE. 100 Units.

The Greek city did not die at Chaeronea. In Asia Minor, the conquest of Alexander was followed by a considerable expansion of the number of cities. But these cities entertained a complex relationship with the kingdoms in which (most of the time) they were included. The course will analyze this relationship on the basis of literary and epigraphic texts (all in translation) and of coins and archaeological documents in general.

Instructor(s): A. Bresson Terms Offered: Winter

Equivalent Course(s): CLAS 38513

CLCV 29100. Ancient Myth. 100 Units.

This course examines the social, political, cultural, and religious functions of ancient myth. We also examine the various theoretical interpretations of myth that have been proposed in a variety of fields to investigate what myth can tell us about the ancient Greeks and Romans, as well as about those who regard themselves as the inheritors of classical culture.

Terms Offered: Spring

CLCV 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form.

CLCV 29800. BA Paper Seminar. 100 Units.

This seminar is designed to teach students the research and writing skills necessary for writing their BA paper. Lectures cover classical bibliography, research tools, and electronic databases. Students discuss research problems and compose preliminary drafts of their BA papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students who are writing papers, as well as to take account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the BA paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. Students may register for this seminar in either Autumn or Winter Quarter, but they are expected to participate in meetings throughout both quarters.

Terms Offered: Autumn, Winter

Prerequisite(s): Fourth-year standing

CLASSICS - CLASSICS COURSES

CLAS 31113. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include *Digenes Akritas* and *Song of Igor's Campaign*, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32302,CLCV 21113,SLAV 22302,SLAV 32302,CMLT 22302

CLAS 31200. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800,CLCV 21200,CMLT 20500,CMLT 30500,ENGL 31000,TAPS 28400

CLAS 31313. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32303,CLCV 21313,SLAV 22303,SLAV 32303,CMLT 22303

CLAS 33608. Aristophanes' Athens. 100 Units.

This course will focus on nine of Aristophanes' plays in translation (*Acharnians*; *Wasps*; *Clouds*; *Peace*; *Birds*; *Lysistrata*; *Thesmophoriazousai*; *Frogs*; and *Ploutos*) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.

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

Equivalent Course(s): CLCV 23608,ANCM 33900,HIST 30803,FNDL 23608,HIST 20803

CLAS 34506. Alexander the Great. 100 Units.

The exploits of Alexander the Great have fascinated historians since the end of the third century B.C. This course will provide an introduction not only to the history of Alexander's reign, but also to the main historiographical traditions (both ancient and modern) that shape our view of his legacy. All sources will be read in translation.

Instructor(s): C. Hawkins

Equivalent Course(s): HIST 20802,CLCV 24506,HIST 30802

CLAS 34812. The Historical Context of the Platonic Dialogue. 100 Units.

Plato's historical fictions, like most such work, use the past as a way of confronting with current issues. This course will place them in the context of the history of philosophy and the development of prose literature, at a time when colloquial prose was new and philosophy was a highly contested term, overlapping with religion.

Final paper.

Instructor(s): J. Redfield Terms Offered: Winter 2013

Note(s): Open to undergrads with consent of instructor

Equivalent Course(s): CLCV 24812,SCTH 31920

CLAS 35513. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the "a change from ignorance (*agnoia*) to knowledge (*gnosis*)." Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters' *anagnorisis* isn't restricted to the filiation, i.e., identity, of other characters the audience's cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer's *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle's *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater's obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist's dramatic deconstructions of German bourgeois and classical theater test the Enlightenment's claim to reason and reform of human cognition. Our last stop will be Brecht's theater of "Entfremdung" that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): GRMN 26913,CLCV 25513,CMLT 26913,CMLT 36913,TAPS 28441,GRMN 36913

CLAS 36713. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CLCV 26713, FNDL 22912, FREN 26701, FREN 36701, BPRO 26700

CLAS 37913. Institutions and Economic Growth in the Ancient World. 100 Units.

It is now firmly established that the ancient Greek and Roman world experienced a considerable economic growth. This course will focus on the role of 'corporate institutions' in the process. A special attention will be devoted to the management of the work force (slavery vs. free labor) and to business finance and organization. The course will be based on the analysis of a broad set of ancient literary sources, from Xenophon and Aristotle to the Roman agronomists and the Digest, and on inscriptions and papyri, all in translation.

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

Equivalent Course(s): CLCV 27913

CLAS 38513. City and Kingdom in Asia Minor, Fourth–Second Century BCE. 100 Units.

The Greek city did not die at Chaeronea. In Asia Minor, the conquest of Alexander was followed by a considerable expansion of the number of cities. But these cities entertained a complex relationship with the kingdoms in which (most of the time) they were included. The course will analyze this relationship on the basis of literary and epigraphic texts (all in translation) and of coins and archaeological documents in general.

Instructor(s): A. Bresson Terms Offered: Winter

Equivalent Course(s): CLCV 28513

CLAS 39200. Mimesis. 100 Units.

This course will examine one of the central concepts of comparative literature: mimesis (imitation). We will investigate traditional theoretical and historical debates concerning literary and visual mimesis as well as more recent discussions of its relation to non-western and colonial contexts. Readings will include Aristotle, Auerbach, Butler, Spivak, and Taussig. Students are encouraged to write final papers on their own research topics while engaging with issues discussed through the course.

Instructor(s): T. Chin Terms Offered: Winter 2013

Equivalent Course(s): EALC 30100,CMLT 30202

CLAS 40609. Democratic Athens. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 40610,ANCM 40609

CLAS 44512. Virgil, The Aeneid. 100 Units.

A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil's times to ours.

Instructor(s): G. Most Terms Offered: Winter 2013

Prerequisite(s): Latin helpful

Equivalent Course(s): ENGL 35902,CMLT 35902,SCTH 35902

CLAS 45613. Hölderlin and the Greeks. 100 Units.

The German poet Friedrich Hölderlin submitted to the paradoxical double-bind of Johann Joachim Winckelmann's injunction that "the only way for us [Germans] to become great or—if this is possible—inimitable, is to imitate the ancients."

As he wrote in his short essay "The standpoint from which we should consider antiquity," Hölderlin feared being crushed by the originary brilliance of his Greek models (as the Greeks themselves had been), and yet foresaw that modern European self-formation must endure the ordeal of its encounter with the Greek Other. The faculty of the imagination was instrumental to the mediated self-formation of this *Bildung* project, for imagination alone was capable of making Greece a living, vitalizing presence on the page. Our seminar will therefore trace the work of poetic imagination in Hölderlin's texts: the spatiality and mediality of the written and printed page, and their relation to the temporal rhythms of spoken discourse. All texts will be read in English translation, but a reading knowledge of German and/or Greek would be desirable.

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

Equivalent Course(s): CMLT 35614,GRMN 35614

CLAS 45913. Seminar: Greek Medical Writings. 100 Units.

Ancient medicine is intimately linked with philosophical investigation. From the beginning, it fed philosophical theory as well as adapted it to its own use. It also offers a valuable insight into how ordinary humans lived their lives. Medical practice takes us into the homes of the Greeks and Romans, while shedding light on their fears and aspirations. The extant literature is voluminous. There is, first of all, the Hippocratic corpus, a diverse collection of medical writings that drew inspiration from the reputed founder of scientific medicine, Hippocrates. These writings offer a unique insight into the first stages of the creation of a science. Later, Galen established the foundation of Western medicine by his brilliant dissections. As it happens, he was extremely voluble; and he took care to have his spoken words passed on in writing. As a result, we learn much more than just medical theory: we know how physicians competed with one another, and how they related to their patients. In sum, this seminar will study a selection of medical writings, conjointly with some philosophical and literary writings, in an attempt to gauge the intellectual and social significance of ancient medicine. Some knowledge of Greek will be useful.

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

CLASSICS - GREEK COURSES

GREK 10100-10200-10300. Introduction to Attic Greek I-II-III.

This sequence covers the introductory Greek grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like GREK 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 10100. Introduction to Attic Greek I. 100 Units.

This course introduces the basic rules of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work.

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

Note(s): Knowledge of Greek not required.

GREK 10200. Introduction to Attic Greek II. 100 Units.

Study of the introductory textbook continues through this quarter, covering further verbal morphology (participle, subjunctive, optative) and syntax of complex clauses. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon.

Terms Offered: Winter

Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (Lysias 1). This is followed by extensive review of the year's grammar and vocabulary and further reading (Plato's *Crito*). The aim is familiarity with Greek idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): GREK 10200

GREK 10200-10300. Introduction to Attic Greek II-III.**GREK 10200. Introduction to Attic Greek II. 100 Units.**

Study of the introductory textbook continues through this quarter, covering further verbal morphology (participle, subjunctive, optative) and syntax of complex clauses. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon.

Terms Offered: Winter

Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (Lysias 1). This is followed by extensive review of the year's grammar and vocabulary and further reading (Plato's *Crito*). The aim is familiarity with Greek idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): GREK 10200

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (Lysias 1). This is followed by extensive review of the year's grammar and vocabulary and further reading (Plato's *Crito*). The aim is familiarity with Greek idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): GREK 10200

GREK 11100-11200-11300. Accelerated Introduction to Attic Greek I-II-III.

This sequence covers the introductory Greek grammar in fifteen weeks. Like GREK 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 11100. Accelerated Introduction to Attic Greek I. 100 Units.

This course introduces the rudiments of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work.

Instructor(s): H. Dik Terms Offered: Autumn

GREK 11200. Accelerated Introduction to Attic Greek II. 100 Units.

The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon.

Terms Offered: Winter

Prerequisite(s): GREK 11100

GREK 11300. Accelerated Introduction to Attic Greek III. 100 Units.

Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): GREK 11200

GREK 11200. Accelerated Introduction to Attic Greek II. 100 Units.

The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon.

Terms Offered: Winter

Prerequisite(s): GREK 11100

GREK 11300. Accelerated Introduction to Attic Greek III. 100 Units.

Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): GREK 11200

GREK 20100-20200-20300. Intermediate Greek I-II-III.

This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

GREK 20100. Intermediate Greek I: Plato. 100 Units.

We read Plato's text with a view to understanding both the grammatical constructions and the artistry of the language. We also give attention to the dramatic qualities of the dialogue. Grammatical exercises reinforce the learning of syntax.

Terms Offered: Autumn

Prerequisite(s): GREK 10300, 11300 or equivalent

GREK 20200. Intermediate Greek II: Sophocles. 100 Units.

This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history.

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

Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III: Homer. 100 Units.

This course is a close reading of two books of the *Iliad*, with an emphasis on the language along with elements of Greek historical linguistics.

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

Prerequisite(s): GREK 20200 or equivalent

GREK 20200. Intermediate Greek II: Sophocles. 100 Units.

This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history.

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

Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III: Homer. 100 Units.

This course is a close reading of two books of the *Iliad*, with an emphasis on the language along with elements of Greek historical linguistics.

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

Prerequisite(s): GREK 20200 or equivalent

GREK 21100. Elegiac Poetry. 100 Units.

This course is a study of poems composed over several centuries in elegiac and iambic meters. Readings will include works by Archilochus, Callinus, Semonides, Hipponax, and Callimachus.

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

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31100

GREK 21200. Philosophy: Plato's Phaedrus. 100 Units.

The *Phaedrus* is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.

Instructor(s): D. Martinez Terms Offered: Autumn

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31200, BIBL 31200

GREK 21300. Tragedy. 100 Units.

This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, *Prometheus Bound*. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.

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

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31300

GREK 21700. Lyric and Epinician Poetry. 100 Units.

This course will examine the lyric and epinician genres of archaic and classical Greece, focusing on song performed both by choruses and by individuals, and on themes ranging from mortality to joy, morality to sex, and politics to drinking. The imagery and performance of these poems will be explored, as well as the mechanics of meter, structure, and dialect. Readings will include Alcman, Sappho, Anacreon, Alcaeus, Simonides, Bacchylides, Pindar, and Timotheus.

Terms Offered: Will be offered 2015-16

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31700

GREK 21800. Greek Epic. 100 Units.

This course is a reading of Book 3 of the *Argonautica* of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors.

Terms Offered: Will be offered 2015-16

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 31800

GREK 21900. Greek Oratory. 100 Units.

"With Isocrates, Greek artistic prose reached its technical perfection," says L. R. Palmer in *The Greek Language*. Yet Isocrates has not found nearly so prominent a place in the university curriculum as have Demosthenes and Lysias. This course will attempt to give the great orator his due. We will start with his speech on Helen, comparing it with Gorgias' famous *Encomium*. We will also read the *ad Demonicum*, which became something of a handbook in later Hellenistic and Roman-period schools, and the *Panegyricus*. We will consider carefully Isocratean language and diction, and why it has merited such sustained praise among connoisseurs of Greek prose style, ancient and modern. We will also emphasize the centrality of Isocrates' contribution to Greek paideia.

Terms Offered: Will be offered 2015-16

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 31900

GREK 22300. Greek Tragedy I: Euripides. 100 Units.

We will try to read all of Euripides' *Hippolytus* in Greek. Students will be expected to prepare translations for class as well as read secondary material in English. Discussions will focus on the representation of shame *aidos* and desire, transgression and punishment, and speech and silence in the play.

Terms Offered: Will be offered 2014-2015.

Prerequisite(s): GREK 20600 or equivalent

Equivalent Course(s): GREK 32300

GREK 22400. Greek Comedy: Aristophanes. 100 Units.

We will read in Greek Aristophanes' *Lysistrata*, a play whose timeless popularity often overshadows the fact that it was produced during a particularly menacing period of Athens' history. Students will prepare translations for class on Mondays and Wednesdays while Fridays will be devoted to discussions, based on secondary readings, that will include staging issues, the function of political comedy, and the potential uses of Aristophanes' plays as historical evidence.

Terms Offered: Will be offered to 2014-15.

Prerequisite(s): GREK 20600 or equivalent

Equivalent Course(s): GREK 32400

GREK 22500. Greek Historians: Herodotus. 100 Units.

Book I is read in Greek; the rest of the *Histories* are read in translation. With readings from secondary literature, historical and literary approaches to the *Histories* are discussed, and the status of the *Histories* as a historical and literary text.

Terms Offered: Will be offered 2014-2015.

Prerequisite(s): GREK 20600 or equivalent

Equivalent Course(s): GREK 32500

GREK 25513. The Rhetoric of Ancient Greek Inscriptions. 100 Units.

The course will analyze the main categories of ancient Greek inscriptions (both private and public) as rhetorical constructs in the framework of the Greek cities. It will cover texts from the Archaic period to the Later Roman Empire. Attending this course supposes mastering ancient Greek in order to be able to translate the original documents.

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

Equivalent Course(s): GREK 35513

GREK 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

GREK 31100. Elegiac Poetry. 100 Units.

This course is a study of poems composed over several centuries in elegiac and iambic meters. Readings will include works by Archilochus, Callinus, Semonides, Hipponax, and Callimachus.

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

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 21100

GREK 31200. Philosophy: Plato's Phaedrus. 100 Units.

The *Phaedrus* is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.

Instructor(s): D. Martinez Terms Offered: Autumn

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 21200, BIBL 31200

GREK 31300. Tragedy. 100 Units.

This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, *Prometheus Bound*. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.

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

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 21300

GREK 31700. Lyric and Epinician Poetry. 100 Units.

This course will examine the lyric and epinician genres of archaic and classical Greece, focusing on song performed both by choruses and by individuals, and on themes ranging from mortality to joy, morality to sex, and politics to drinking. The imagery and performance of these poems will be explored, as well as the mechanics of meter, structure, and dialect. Readings will include Alcman, Sappho, Anacreon, Alcaeus, Simonides, Bacchylides, Pindar, and Timotheus.

Terms Offered: Will be offered 2015-16

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 21700

GREK 31800. Greek Epic. 100 Units.

This course is a reading of Book 3 of the *Argonautica* of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors.

Terms Offered: Will be offered 2015-16

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 21800

GREK 31900. Greek Oratory. 100 Units.

"With Isocrates, Greek artistic prose reached its technical perfection," says L. R. Palmer in *The Greek Language*. Yet Isocrates has not found nearly so prominent a place in the university curriculum as have Demosthenes and Lysias. This course will attempt to give the great orator his due. We will start with his speech on Helen, comparing it with Gorgias' famous *Encomium*. We will also read the *ad Demonicum*, which became something of a handbook in later Hellenistic and Roman-period schools, and the *Panegyricus*. We will consider carefully Isocratean language and diction, and why it has merited such sustained praise among connoisseurs of Greek prose style, ancient and modern. We will also emphasize the centrality of Isocrates' contribution to Greek paideia.

Terms Offered: Will be offered 2015-16

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 21900

GREK 32300. Greek Tragedy I: Euripides. 100 Units.

We will try to read all of Euripides' *Hippolytus* in Greek. Students will be expected to prepare translations for class as well as read secondary material in English. Discussions will focus on the representation of shame *aidos* and desire, transgression and punishment, and speech and silence in the play.

Terms Offered: Will be offered 2014-2015.

Prerequisite(s): GREK 20600 or equivalent

Equivalent Course(s): GREK 22300

GREK 32400. Greek Comedy: Aristophanes. 100 Units.

We will read in Greek Aristophanes' *Lysistrata*, a play whose timeless popularity often overshadows the fact that it was produced during a particularly menacing period of Athens' history. Students will prepare translations for class on Mondays and Wednesdays while Fridays will be devoted to discussions, based on secondary readings, that will include staging issues, the function of political comedy, and the potential uses of Aristophanes' plays as historical evidence.

Terms Offered: Will be offered to 2014-15.

Prerequisite(s): GREK 20600 or equivalent

Equivalent Course(s): GREK 22400

GREK 32500. Greek Historians: Herodotus. 100 Units.

Book I is read in Greek; the rest of the *Histories* are read in translation. With readings from secondary literature, historical and literary approaches to the *Histories* are discussed, and the status of the *Histories* as a historical and literary text.

Terms Offered: Will be offered 2014-2015.

Prerequisite(s): GREK 20600 or equivalent

Equivalent Course(s): GREK 22500

GREK 32700. Survey of Greek Literature I. 100 Units.

Greek poetry, including drama, from Homer to Callimachus. Lectures and discussions will be concerned chiefly with genre, style, meter, and rhetorical structure. There will be some close study of passages chosen to exemplify problems of interpretation or to display the major themes in each poet's work.

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

GREK 32800. Survey of Greek Literature II. 100 Units.

A study of the creation of the canonical Greek prose style in the 5th and 4th centuries. Rapid reading and translation exercises.

Instructor(s): H. Dik Terms Offered: Winter

GREK 34400. Greek Prose Composition. 100 Units.

This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises.

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

GREK 35000. Mastering Greek. 100 Units.

Instructor(s): H. Dik Terms Offered: Autumn

GREK 35513. The Rhetoric of Ancient Greek Inscriptions. 100 Units.

The course will analyze the main categories of ancient Greek inscriptions (both private and public) as rhetorical constructs in the framework of the Greek cities. It will cover texts from the Archaic period to the Later Roman Empire. Attending this course supposes mastering ancient Greek in order to be able to translate the original documents.

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

Equivalent Course(s): GREK 25513

GREK 40112. Sophocles, Oedipus at Colonus. 100 Units.

A close literary and philological analysis of one of the most extraordinary of all Greek tragedies. While this play, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, some attention will also be directed to its reception.

Instructor(s): G. Most Terms Offered: Winter 2013

Prerequisite(s): Greek or consent of instructor

Equivalent Course(s): CMLT 35903, SCTH 35901

GREK 48313. Symbolic Language in Ancient Greek Poetry. 100 Units.

In this course, we will read Greek poetry of the archaic and classical periods with an eye toward the evolution of symbolism and symbolic language. We will start with readings from Homer, paying special attention to his use of simile and ekphrasis, while also examining the ways that the text frames prophetic symbols, messages, and dreams. Next, we will read from a variety of lyric poets who make pointed use of symbolic imagery, particularly Sappho, Anacreon, Simonides, and Timotheus. We will see how images and symbols work in poetry that is (often) explicitly non-narrative, and what role such instances play in the construction of these poetic worlds. We will end with Aeschylus' *Oresteia*, a work known for its use of richly over-determined symbols. We will discuss the ways that drama transmutes figurative symbols into visual presences, then back again. Along the way, we will read theory on the use of symbols and constructions of meaning in the practice of language, literature, and performance. Readings of poetry will be in Greek.

Instructor(s): S. Nooter Terms Offered: Winter

CLASSICS - LATIN COURSES

LATN 10100-10200-10300. Introduction to Classical Latin I-II-III.

This sequence covers the introductory Latin grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like LATN 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 10100. Introduction to Classical Latin I. 100 Units.

This course introduces students to the rudiments of ancient Latin. Class time is spent on the explanation of grammar, translation from Latin to English and from English to Latin, and discussion of student work.

Terms Offered: Autumn

LATN 10200. Introduction to Classical Latin II. 100 Units.

This course continues through the basic text begun in LATN 10100.

Terms Offered: Winter

Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.

After finishing the text, the course involves reading in Latin prose and poetry, during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200.

Terms Offered: Spring

Prerequisite(s): LATN 10200

LATN 10200. Introduction to Classical Latin II. 100 Units.

This course continues through the basic text begun in LATN 10100.

Terms Offered: Winter

Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.

After finishing the text, the course involves reading in Latin prose and poetry, during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200.

Terms Offered: Spring

Prerequisite(s): LATN 10200

LATN 11100-11200-11300. Accelerated Introduction to Classical Latin I-II-III.

This sequence covers the introductory Latin grammar in fifteen weeks and is appropriate as both an accelerated introduction and a systematic grammar review for students who have previously studied Latin. Like LATN 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 11100. Accelerated Introduction to Classical Latin I. 100 Units.

This course covers the first half of the introductory Latin textbook. Classes are devoted to the presentation of grammar, discussion of problems in learning Latin, and written exercises.

Terms Offered: Autumn

LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.

This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings from Cicero, Caesar, or other prose texts in Latin.

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

Prerequisite(s): LATN 11100

LATN 11300. Accelerated Introduction to Classical Latin III. 100 Units.

Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text, such as a complete speech of Cicero. Our aim is familiarity with Latin idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): LATN 11200

LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.

This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings from Cicero, Caesar, or other prose texts in Latin.

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

Prerequisite(s): LATN 11100

LATN 11300. Accelerated Introduction to Classical Latin III. 100 Units.

Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text, such as a complete speech of Cicero. Our aim is familiarity with Latin idiom and sentence structure.

Terms Offered: Spring

Prerequisite(s): LATN 11200

LATN 20100-20200-20300. Intermediate Latin I-II-III.

This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

LATN 20100. Intermediate Latin I: Cicero. 100 Units.

Primary readings are drawn from Cicero's orations on the conspiracy of Catiline in 63 BC, and are accompanied by background readings on the period. The purpose of the course is to consolidate the knowledge of Latin gained at the first-year level and to extend it.

Terms Offered: Autumn

Prerequisite(s): LATN 10300 or 11300, or equivalent

LATN 20200. Intermediate Latin II: Seneca. 100 Units.

Readings consist of a Senecan tragedy and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero and related topics are also assigned.

Terms Offered: Winter

Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: Vergil, Aeneid. 100 Units.

Substantial parts of books 6 and 8 are read in Latin, and the entire poem is covered in English, together with selections from current critical writing about it. Class meetings focus on Vergil's adaptation of the epic tradition and on the literary and cultural context in which he wrote.

Instructor(s): P. White Terms Offered: Spring

Prerequisite(s): LATN 20200 or equivalent

LATN 20200. Intermediate Latin II: Seneca. 100 Units.

Readings consist of a Senecan tragedy and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero and related topics are also assigned.

Terms Offered: Winter

Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: Vergil, Aeneid. 100 Units.

Substantial parts of books 6 and 8 are read in Latin, and the entire poem is covered in English, together with selections from current critical writing about it. Class meetings focus on Vergil's adaptation of the epic tradition and on the literary and cultural context in which he wrote.

Instructor(s): P. White Terms Offered: Spring

Prerequisite(s): LATN 20200 or equivalent

LATN 21100. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray Terms Offered: Spring

Equivalent Course(s): CMLT 21101, CMLT 31101, LATN 31100

LATN 21200. Roman Novel. 100 Units.

We shall read from various Latin texts that participate in the tradition of the Ancient novel.

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

Equivalent Course(s): LATN 31200

LATN 21300. Vergil. 100 Units.

Extensive readings in the *Aeneid* are integrated with extensive selections from the newer secondary literature to provide a thorough survey of recent trends in Vergilian criticism and of Latin poetry more generally.

Instructor(s): S. Torallas

Equivalent Course(s): FNDL 25201, LATN 31300

LATN 21700. Epic. 100 Units.

We will read two books of Ovid's *Metamorphoses* in Latin and the entire poem in translation. Discussion topics will include prosody, diction, narrative technique, epic tradition, and comparative mythology.

Terms Offered: Not offered 2013-14; will be offered 2015-16.

Prerequisite(s): LATN 203 or equivalent

Equivalent Course(s): LATN 31700

LATN 21800. Roman Historian. 100 Units.

Primary readings are drawn from books 1 and 2 of the *Histories*, in which Tacitus describes a series of coups and revolts that made 69 AD the “Year of the Four Emperors.” Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.

Terms Offered: Not offered 2013-14; will be offered 2015-16.

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 31800

LATN 21900. Roman Comedy. 100 Units.

This course is a reading of a comic play by Plautus or Terence with discussion of original performance context and issues of genre, Roman comedy’s relation to Hellenistic New Comedy, and related questions.

Terms Offered: Not offered 2013-14; will be offered 2015-16.

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 31900

LATN 22100. Lucretius. 100 Units.

We will read selections of Lucretius’ magisterial account of a universe composed of atoms. The focus of our inquiry will be: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections will include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LATN 32100

LATN 22200. Roman Satire. 100 Units.

The course will focus on Juvenal and also consider the commentary tradition.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LATN 32200

LATN 22300. Roman Oratory. 100 Units.

Two of Cicero’s speeches for the defense in the criminal courts of Rome receive a close reading in Latin and in English. The speeches are in turn considered in relation to Cicero’s rhetorical theory as set out in the *De Oratore* and in relation to the role of the criminal courts in Late Republican Rome.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LATN 32300

LATN 22400. Post-Vergilian Epic. 100 Units.

Lucan. The goal of this course is threefold: 1. To read through some 2,000 lines of the *Bellum Civile* in Latin; 2. To read all of the epic in English; 3. To explore the critical responses to this play in the 20th century.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 32400

LATN 25000. Augustine's Confessions. 100 Units.

Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.

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

Prerequisite(s): LATN 206 or equivalent

Equivalent Course(s): LATN 35000,FNDL 24310

LATN 26513. Tacitus: History and Politics in Republican Monarchy. 100 Units.

We will read the Life of Agricola and selections from the historical works, engaging with the politics of virtue and historical memory and the changing dynamics of literary productions in the early Principate.

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

Equivalent Course(s): LATN 36513,FNDL 26513

LATN 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

LATN 31100. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray Terms Offered: Spring

Equivalent Course(s): LATN 21100,CMLT 21101,CMLT 31101

LATN 31200. Roman Novel. 100 Units.

We shall read from various Latin texts that participate in the tradition of the Ancient novel.

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

Equivalent Course(s): LATN 21200

LATN 31300. Vergil. 100 Units.

Extensive readings in the *Aeneid* are integrated with extensive selections from the newer secondary literature to provide a thorough survey of recent trends in Vergilian criticism and of Latin poetry more generally.

Instructor(s): S. Torallas

Equivalent Course(s): LATN 21300,FNDL 25201

LATN 31700. Epic. 100 Units.

We will read two books of Ovid's *Metamorphoses* in Latin and the entire poem in translation. Discussion topics will include prosody, diction, narrative technique, epic tradition, and comparative mythology.

Terms Offered: Not offered 2013-14; will be offered 2015-16.

Prerequisite(s): LATN 203 or equivalent

Equivalent Course(s): LATN 21700

LATN 31800. Roman Historian. 100 Units.

Primary readings are drawn from books 1 and 2 of the *Histories*, in which Tacitus describes a series of coups and revolts that made 69 AD the “Year of the Four Emperors.” Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.

Terms Offered: Not offered 2013-14; will be offered 2015-16.

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 21800

LATN 31900. Roman Comedy. 100 Units.

This course is a reading of a comic play by Plautus or Terence with discussion of original performance context and issues of genre, Roman comedy’s relation to Hellenistic New Comedy, and related questions.

Terms Offered: Not offered 2013-14; will be offered 2015-16.

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 21900

LATN 32100. Lucretius. 100 Units.

We will read selections of Lucretius’ magisterial account of a universe composed of atoms. The focus of our inquiry will be: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections will include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LATN 22100

LATN 32200. Roman Satire. 100 Units.

The course will focus on Juvenal and also consider the commentary tradition.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LATN 22200

LATN 32300. Roman Oratory. 100 Units.

Two of Cicero’s speeches for the defense in the criminal courts of Rome receive a close reading in Latin and in English. The speeches are in turn considered in relation to Cicero’s rhetorical theory as set out in the *De Oratore* and in relation to the role of the criminal courts in Late Republican Rome.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): LATN 22300

LATN 32400. Post-Vergilian Epic. 100 Units.

Lucan. The goal of this course is threefold: 1. To read through some 2,000 lines of the *Bellum Civile* in Latin; 2. To read all of the epic in English; 3. To explore the critical responses to this play in the 20th century.

Terms Offered: Not offered 2013-14; will be offered 2014-15

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 22400

LATN 32700. Survey of Latin Literature I. 100 Units.

We shall read extended selections from prose writers of recognized importance to the Latin tradition. Our sampling of texts will emphasize writers of the Late Republic and Early Principate.

Terms Offered: Not offered 2013-14; will be offered 2014-15

LATN 32800. Survey of Latin Literature II. 100 Units.

With emphasis on major trends in modern critical interpretations of the major figures.

Terms Offered: Not offered 2013-14; will be offered 2014-15

LATN 35000. Augustine's Confessions. 100 Units.

Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.

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

Prerequisite(s): LATN 206 or equivalent

Equivalent Course(s): FNDL 24310, LATN 25000

LATN 36513. Tacitus: History and Politics in Republican Monarchy. 100 Units.

We will read the Life of Agricola and selections from the historical works, engaging with the politics of virtue and historical memory and the changing dynamics of literary productions in the early Principate.

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

Equivalent Course(s): FNDL 26513, LATN 26513

CLASSICS - MODERN GREEK COURSES

MOGK 11100-11200. Accelerated Elementary Modern Greek I-II.

This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 11100. Accelerated Elementary Modern Greek I. 100 Units.

Terms Offered: Autumn

Equivalent Course(s): LGLN 11100, MOGK 30100

MOGK 11200. Accelerated Elementary Modern Greek II. 100 Units.

Terms Offered: Not offered in 2012-13

Equivalent Course(s): LGLN 11200, MOGK 30200

MOGK 11200. Accelerated Elementary Modern Greek II. 100 Units.

Terms Offered: Not offered in 2012-13

Equivalent Course(s): LGLN 11200, MOGK 30200

MOGK 30100-30200. Accelerated Elementary Modern Greek I-II.

This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 30100. Accelerated Elementary Modern Greek I. 100 Units.

Terms Offered: Autumn

Equivalent Course(s): MOGK 11100,LGLN 11100

MOGK 30200. Accelerated Elementary Modern Greek II. 100 Units.

Terms Offered: Not offered in 2012-13

Equivalent Course(s): MOGK 11200,LGLN 11200

MOGK 30200. Accelerated Elementary Modern Greek II. 100 Units.

Terms Offered: Not offered in 2012-13

Equivalent Course(s): MOGK 11200,LGLN 11200



COMPARATIVE HUMAN DEVELOPMENT

PROGRAM OF STUDY

The program in Comparative Human Development (CHDV) focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Comparative Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; and the ways in which youth in developing countries are forging new conceptions of adulthood. Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

Advising

The first point of contact for undergraduates is the preceptor, so students should contact the preceptor before contacting the undergraduate program chair.

Electronic Communication

Upon declaring a Comparative Human Development major, undergraduates should promptly join the department undergraduate email listserv to receive important announcements. Students request to join the listserv by logging in with their CNet ID at <https://lists.uchicago.edu> and subscribing to humdev-undergrad@listhost.uchicago.edu.

PROGRAM REQUIREMENTS

The undergraduate program in Comparative Human Development has the following components:

Core Courses

A two-quarter introductory sequence in Comparative Human Development should be completed prior to the Spring Quarter of a student's third year. CHDV 20000 Introduction to Human Development focuses on theories of development, with particular reference to the development of the self in a social and cultural

context. CHDV 20100 Human Development Research Designs in Social Sciences focuses on modes of research and inquiry in human development, including basic concepts of research design and different methods used in studying human development (e.g., ethnography, experiments, surveys, discourse analysis, narrative inquiry, and animal models). Consideration is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

Methods

Students must register for one quantitative *or* one qualitative Methods course (designated in the list of Courses with the letter "M") *or* one research methods (or statistics) course in a related department (with the consent of the CHDV program chair; the Methods petition is required for courses outside of Comparative Human Development with the exception of STAT 20000 and PSYC 20100, which do not need a petition to count for a Methods requirement).

Distribution

Students must take *one* course in each of *three* of the four areas below. These three courses must be taught within the Department of Comparative Human Development and must be designated as fulfilling the particular distribution requirement. (Examples of topics within each area are listed.)

A. Comparative Behavioral Biology: includes courses on the biopsychology of attachment, evolutionary social psychology, evolution of parenting, biological psychology, primate behavior and ecology, behavioral endocrinology

B. Life Course Development: includes courses on developmental psychology; introduction to language development; psychoanalysis and child development; development through the life-course; the role of early experience in development; sexual identity; life-course and life story; adolescence, adulthood, and aging; the study of lives

C. Culture and Community: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; psychiatric and psychodynamic anthropology; memory and culture

D. Mental Health and Personality: includes courses on personality theory and research; social and cultural foundations of mental health; modern psychotherapies; psychology of well-being; conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis

Specialization

Students must take *three* additional courses in *one* of the three areas they have chosen in their distribution requirement (for a total of four courses in one area). Two of the four courses in one's specialization must be offered within the Department of Comparative Human Development. A student must petition for a course to count toward his or her specialization if the course is not already designated as fulfilling

that specialization, or for any course offered outside the Department of Comparative Human Development.

Electives

A student must choose *three* additional courses in Comparative Human Development, or in a related discipline with prior approval of the CHDV program chair (petition required).

Petitions

Students may petition for non-CHDV courses to count toward the Methods, Specialization, and Electives requirements. Petitions are not allowed for the Core Courses or Distribution requirements. A maximum of four petitions is allowed, unless one of these is for the Methods requirement, in which case a maximum of five petitions will be allowed. Only university courses at the University of Chicago or study abroad may be petitioned for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be turned in before the quarter in which the student would like to take the course. At the latest, the petitions must be turned in by end of the first week of the quarter in which the student is taking the course. All petitions must have a copy of the course syllabus attached.

BA Honors Guidelines

Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA honors paper that reflects scholarly proficiency in an area of study within Comparative Human Development. To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA of 3.25 or higher and a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have completed a meritorious BA honors paper under the supervision of a CHDV faculty member and received a high grade. Students who seek departmental honors must complete CHDV 29800 BA Honors Seminar and then must register for CHDV 29900 Honors Paper Preparation with a CHDV faculty member who agrees to supervise their honors paper. The paper should be 30 to 40 pages in length, reflect original research of an empirical, scholarly, or theoretical nature, and must be rated as worthy of honors by the student's CHDV faculty supervisor and a qualified second reader (typically another faculty member).

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed the BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental secretary in HD S 102 no later than tenth week of Spring Quarter of the third year.

BA Honors Seminar

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during their third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to students with a GPA that, at the end of Winter Quarter

of the third year, shows promise of meeting the standards set for honors by the end of Winter Quarter of the fourth year. This course is always offered during Spring Quarter and *may* be offered Winter Quarter as well (this is not guaranteed). This course must be taken for a quality grade and may be counted as one of the required electives.

Honors Paper Preparation Course

This tutorial course, CHDV 29900 Honors Paper Preparation, aims to help students successfully complete work on their BA honors paper. Students must register for the course with their CHDV faculty supervisor either in the Autumn or Winter Quarter of their fourth year, as a 13th required course. Students who have already undertaken a BA honors project who plan to study elsewhere during their fourth year must have prior approval from their CHDV faculty BA project supervisor and the CHDV undergraduate chair. The grade the BA honors paper receives will become the grade of record for CHDV 29900 Honors Paper Preparation.

BA Honors Paper for Dual Majors

In very special circumstances, students may be able to write a longer BA honors paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student's College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student's graduation year.

Honors Paper Due Date

Honors papers are due by the end of fifth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

SUMMARY OF REQUIREMENTS*

CHDV 20000	Introduction to Human Development	100
CHDV 20100	Human Development Research Designs in Social Sciences	100
1 methods course		100
3 distribution courses		300
3 additional courses as a specialization in one of the student's distribution areas		300
3 electives		300
Total Units		1200

* Students applying for departmental honors must also register for CHDV 29900 Honors Paper Preparation for a total of 1300 units (13 courses), but may count CHDV 29800 BA Honors Seminar as one of their three required program electives.

GRADING

All courses required for the major in Comparative Human Development must be taken for quality grades.

AREAS OF SPECIALIZATION

Areas of specialization described in the Program Requirements section above are indicated by boldfaced parentheses: (A) Comparative Behavioral Biology, (B) Developmental Perspectives, (C) Cultural Perspectives, (D) Mental Health Perspectives, and (M) Methods. See the Program Requirements section for course distribution requirements.

The courses below are a guide. For up-to-date course plans, please visit the University Time Schedules or the Planned Courses page on the department website.

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 20000. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle. (R)

Instructor(s): Staff Terms Offered: Autumn

Note(s): For CHD majors or intended majors.

Equivalent Course(s): PSYC 20850

CHDV 20100. Human Development Research Designs in Social Sciences. 100 Units.

This course aims to expose students to a variety of examples of well-designed social research addressing questions of great interest and importance. One goal is clarify what it means to do "interesting" research. A second goal is to appreciate the features of good research design. A third goal is to examine the variety of research methodologies in the social sciences, including ethnography, clinical case interviewing, survey research, experimental studies of cognition and social behavior, behavior observations, longitudinal research, and model building. The general emphasis is on what might be called the aesthetics of well-designed research.

Instructor(s): Staff Terms Offered: Winter

Note(s): Required course for Comparative Human Development majors.

Equivalent Course(s): PSYC 21100

CHDV 20101. Applied Statistics in Human Development Research. 100 Units.

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences with a focus on human development research. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, and regression. All statistical concepts and methods will be illustrated with application studies in which we will consider the research questions, study design, analytical choices, validity of inferences, and reports of findings. The examples include (1) examining the relationship between home environment and child development and (2) evaluating the effectiveness of class size reduction for promoting student learning. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze data and to interpret the analytical results. Students will learn to use the SPSS software. No prior knowledge in statistics is assumed. (M)
 Instructor(s): G. Hong Terms Offered: Spring

Prerequisite(s): High school algebra and probability are the only mathematical prerequisites.

Note(s): Not offered 2013-14

Equivalent Course(s): CHDV 30101, HDPC 56050

CHDV 20207. Race, Ethnicity, and Human Development. 100 Units.

Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the "standard" against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture. (C, B)

Instructor(s): M. Spencer Terms Offered: Autumn 2013

Prerequisite(s): Students should have one course in either Human Development or Psychology.

Equivalent Course(s): CRES 20207

CHDV 20209. Adolescent Development. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development. (B, D)
Instructor(s): M. Spencer Terms Offered: Winter

CHDV 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.

The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.

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

Note(s): Not offered 2013-14

CHDV 21000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

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

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, GNSE 31000, HDCP 41050, PSYC 23000, PSYC 33000, GNSE 21001

CHDV 21401. Introduction to African Civilization II. 100 Units.

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 10102, AFAM 20702, ANTH 20702, CRES 20702

CHDV 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations. (A)

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

Prerequisite(s): Permission of instructor only.

Equivalent Course(s): GNSE 21500, HIPS 22401

CHDV 21800. Primate Behavior and Ecology. 100 Units.

This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior. (A, 1)

Instructor(s): D. Maestriperi Terms Offered: Autumn

Note(s): Not offered 2013

Equivalent Course(s): CHDV 34300

CHDV 22212. Love, Conjugality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter 2013

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): SALC 23101, ANTH 21525, ANTH 32220, GNDR 23102

CHDV 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): S. Pruettt-Jones (even years), J. Mateo (odd years) Terms Offered:

Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences

Equivalent Course(s): BIOS 23249, PSYC 23249

CHDV 23301. Culture, Mental Health, and Psychiatry. 100 Units.

This course examines mental health and illness as a set of subjective experience, social processes and objects of knowledge and intervention. On a conceptual level, the course will invite students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists' professional accounts of mental illness and patients' experiences of it. Readings will be drawn primarily from medical and psychological anthropology, cultural psychiatry, and science studies, but will include some "primary texts" from the memoiristic and psychiatric literatures. (C*, D*)

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

Note(s): Not offered 2014

Equivalent Course(s): CHDV 33301, ANTH 35115, ANTH 24315, HIPS 27302

CHDV 23900. Introduction to Language Development. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): PSYC 23200, LING 21600

CHDV 25116. Magic Matters. 100 Units.

The course explores the lively presence of magic in the contemporary, presumably disenchanted world. It approaches the problem of magic historically—examining how magic became an object of social scientific inquiry—and anthropologically, attending to the magic in practice on the margins of the industrial, rational, cosmopolitan, and technological societies and economies. Furthermore, this course reads classic and contemporary ethnographies of magic together with studies of science and technology to critically examine questions of agency, practice, experience, experiment, and efficacy. The course reads widely across sites, disciplines, and theories, attending to eventful objects and alien agents, stepping into post-socialist, post-colonial, and post-secular magic markets and medical clinics, and reading for the political energies of the emergent communities that effectively mix science, magic, and technology.

Instructor(s): L. Jasarevic Terms Offered: TBD

Equivalent Course(s): ANTH 25116, INST 27701

CHDV 25900. Developmental Psychology. 100 Units.

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

Instructor(s): K. Kinzler, L. Richland Terms Offered: Autumn

Equivalent Course(s): PSYC 20500

CHDV 26000. Social Psychology. 100 Units.

This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.

Instructor(s): W. Goldstein Terms Offered: Winter

Prerequisite(s): PSYC 20000 recommended.

Equivalent Course(s): PSYC 20600

CHDV 26310. Vulnerability and Human Rights. 100 Units.

The course discusses current theories of vulnerability and passivity in relation to human rights. It pays particular attention how human rights and social justice can be thought of in relation to people with severe disabilities, animals, and others who are not traditionally thought of as subjects of justice. We will discuss philosophical texts by Jacques Derrida, Emmanuel Levinas, John Rawls, Martha Nussbaum and others, and sociological texts by scholars like Bryan Turner and Tom Shakespeare.

Instructor(s): D. Kulick Terms Offered: Winter 2014

Equivalent Course(s): HMRT 28310, HMRT 38310

CHDV 27317. America's White Ethnics: Contemporary Italian- and Jewish-American Ethnic Identities. 100 Units.

Using American Italians and Jews as case studies, this course investigates what it means to be a white "ethnic" in the contemporary American context and examines what constitutes an ethnic identity. In the mid-20th century, the long-standing ideal of an American melting-pot began to recede. The rise of racial pride, ushered in by the Civil Rights era, made way for the emergence of ethnic identity/pride movements, and multiculturalisms, more broadly, became privileged. To some extent, in the latter half of the 20th century America became a post-assimilationist society and culture, where many still strived to "fit-in," but it was no longer necessarily the ideal to "blend-in" or lose one's ethnic trappings. In this context, it has become not only possible, but often desirable, to be at the same time American, white, and an ethnic. Through the investigation of the Jewish and Italian examples, this discussion-style course will look at how ethnicity is manifested in, for example, class, religion, gender, nostalgia, and place, as well as how each of these categories is in turn constitutive of ethnic identity. The course will illustrate that there is no fixed endpoint of assimilation or acculturation, after which a given individual is fully "American," but that ethnic identity, and its various constituent elements, persists and perpetually evolves, impacting individual identities and experience, and both local/group specific and larger cultural narratives even many generations after immigration.

Instructor(s): L. Shapiro Terms Offered: Autumn
Equivalent Course(s): JWSC 24500, CRES 27317

CHDV 27901-27902-27903. Beginning Modern Spoken Yucatec Maya I-II-III.

This course is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.

CHDV 27901. Beginning Modern Spoken Yucatec Maya I. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): LACS 27901, CHDV 47901

CHDV 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 47902, LACS 27902

CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 47903, LACS 27903

CHDV 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 47902,LACS 27902

CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 47903,LACS 27903

CHDV 29700. Undergraduate Reading and Research. 100 Units.

Select section from faculty list on web.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for a quality grade.

CHDV 29800. BA Honors Seminar. 100 Units.

Required for students seeking departmental honors, this seminar is designed to help develop an honors paper project that will be approved and supervised by a HD faculty member. A course preceptor will guide students through the process of research design and proposal writing.

Terms Offered: Spring

Prerequisite(s): Consent of the undergraduate program chair.

Note(s): Eligible students should plan to take the BA Honors Seminar in the Spring quarter of their third year.

CHDV 29900. Honors Paper Preparation. 100 Units.

The grade assigned to the BA honors paper becomes the grade of record for this course. (R)

Terms Offered: Autumn, Winter

Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.

Note(s): To complete work on their BA honors paper, students must register for this course with their faculty supervisor in Autumn or Winter of their fourth year.

CHDV 30005. Statistical Methods of Research-2. 100 Units.

The course covers logistic regression, time series analysis, and network analysis.

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

Prerequisite(s): SOCI 30004

Equivalent Course(s): SOCI 30005

CHDV 30101. Applied Statistics in Human Development Research. 100 Units.

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences with a focus on human development research. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, and regression. All statistical concepts and methods will be illustrated with application studies in which we will consider the research questions, study design, analytical choices, validity of inferences, and reports of findings. The examples include (1) examining the relationship between home environment and child development and (2) evaluating the effectiveness of class size reduction for promoting student learning. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze data and to interpret the analytical results. Students will learn to use the SPSS software. No prior knowledge in statistics is assumed. (M) Instructor(s): G. Hong Terms Offered: Spring

Prerequisite(s): High school algebra and probability are the only mathematical prerequisites.

Note(s): Not offered 2013-14

Equivalent Course(s): CHDV 20101, HDPC 56050

CHDV 30102. Causal Inference. 100 Units.

This course is designed for graduate students and advanced undergraduate students from social sciences, health science, public policy, and social services administration who will be or are currently involved in quantitative research and are interested in studying causality. The course begins by introducing Rubin's causal model. A major emphasis will be placed on conceptualizing causal questions including intent-to-treat effect, differential treatment effect, mediated treatment effect, and cumulative treatment effect. In addition to comparing alternative experimental, quasi-experimental, and non-experimental designs, we will clarify the assumptions under which a causal effect can be identified and estimated from non-experimental data. Students will become familiar with causal inference techniques suitable for evaluating binary treatments, concurrent multi-valued treatments, continuous treatments, or time-varying treatments in quasi-experimental or non-experimental data. These include propensity score matching and stratification, inverse-probability-of-treatment weighting (IPTW) and marginal mean weighting through stratification (MMW-S), regression discontinuity design, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and conducting causal comparative studies. (M)

Instructor(s): G. Hong Terms Offered: Autumn

Prerequisite(s): Intermediate Statistics

Note(s): Graduate course open to advanced undergraduates. Not offered in the 2013-2014 academic year.

Equivalent Course(s): STAT 31900

CHDV 30301. Research on Contextualized Learning, Cognition, and Development. 100 Units.

This seminar explores the theoretical and practical challenges inherent in conducting research that bridges mechanistic studies of cognition and development with investigations of learning situated in and across contexts. Students will engage with methodological and substantive course readings on learning in schools, families, and across diverse communities. In addition, students will participate in, and report on, research projects within this framework.

Instructor(s): L. Richland Terms Offered: Spring 2014

Note(s): Graduate course open to undergraduates

CHDV 30302. Problems of Public Policy Implementation. 100 Units.

Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations. (C)

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

Prerequisite(s): One prior 20000-level social sciences course.

Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence.

CHDV 30401. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.

The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.

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

CHDV 30405. Anthropology of Disability. 100 Units.

This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): MAPS 36900, ANTH 20405, ANTH 30405, HMRT 25210, HMRT 35210, SOSC 36900

CHDV 30901. Biopsychology of Sex Differences. 100 Units.

This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology. (A, 1)

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

Note(s): Not offered 2013-14

Equivalent Course(s): PSYC 31600, EVOL 36900, GNSE 30901

CHDV 31000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

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

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

CHDV 31600. Seminar in Language Development. 100 Units.

Advanced undergraduates and MAPSS students should register for PSYC 33200.

Psychology graduate students should register for PSYC 43200. This course

addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): PSYC 33200

CHDV 32101. Culture and Power, Part II: Discourse and Performativity. 100 Units.

This class is the second part of a two part sequence entitled Culture, Power, Subjectivity although it is not necessary to take them in sequence. Part 1 typically examines history and structure as these have been addressed either by classic social theorists (Marx, Weber, Foucault) or anthropologists and historians (Sewell, Comaroffs, Sahlins/sub-altern studies). In this quarter, we focus on two different analytic constructs that anthropologists have used to theorize the nature of subjects and their relationship to historically produced social and cultural formations: discourse and performativity. We will situate these analytic approaches in terms of two distinct theoretical lineages—the one drawn from the Russian socio-historical tradition, the other derived from post-structuralist theory. The basic approach taken in class will be to learn the theories through close reading of texts, and then read several examples of how various scholars—usually anthropologists—use them in their own work. Readings include Vygotsky, Voloshinov, Bakhtin, Austin, Butler (and perhaps a few others). (C*)

Instructor(s): J. Cole Terms Offered: Spring 2013

Prerequisite(s): Consent of instructor required for undergraduates.

Equivalent Course(s): ANTH 32110

CHDV 32212. Love, Capital and Conjuality: Africa and India in Comparative Perspective. 100 Units.

Are love and money necessarily opposed? Is arranged marriage primitive? Many would argue yes. It is widely accepted that in modern societies romantic love, the couple and the nuclear family are the "correct" ways to organize intimate life. But, like many other normative ideas, these too were the product of particular historical developments in post-enlightenment Europe. A look at societies in other parts of the world demonstrates all too often that modernity in the realm of love, intimacy and family had a different trajectory from the European one. To characterize marriage, love, and familial relationships as backward or retrograde on grounds of their difference with (normative) models prevalent in the west results in a fundamental misunderstanding of the variety of different ways that societies have forged intimate relations. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world with a particular focus on comparison between Africa and India. The first half of the class concentrates on key theoretical texts that lay the foundation for the study of gender, intimacy and modern life. The latter part of the class examines case studies from Africa and India. Using a range of readings the course will explore such questions as the emergence of companionate marriage in Europe; arranged marriage, dowry, love and money. (C)

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter 2013

CHDV 33302. Disordered States. 100 Units.

This course examines the intersection between two areas of research which have recently experienced a resurgence in anthropology: 1) new ethnographic work on states and state-like institutions and 2) the literature on the subjective experiences of illness and suffering. In other words, the course will cover different ways in which the relationships between persons and states in crisis have been conceptualized in recent anthropological work. Specific topics covered may include: trauma and political violence; social memory and commemoration; citizenship and humanitarian intervention; political economic transformation and social marginalization. (C; 3*)

Instructor(s): E. Raikhel Terms Offered: Not offered 2013-2014

CHDV 34300. Primate Behavior and Ecology. 100 Units.

This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior. (A, 1)

Instructor(s): D. Maestriperi Terms Offered: Autumn

Note(s): Not offered 2013

Equivalent Course(s): CHDV 21800

CHDV 34800. Kinship and Social Systems. 100 Units.

This course will use a biological approach to understanding how groups form and how cooperation and competition modulate group size and reproductive success. We will explore social systems from evolutionary and ecological perspectives, focusing on how the biotic and social environments favor cooperation among kin as well as how these environmental features influence mating systems and inclusive fitness. While a strong background in evolutionary theory is not required, students should have basic understanding of biology and natural selection. Course will use combination of lectures and discussion. (A*, 1*)

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

Equivalent Course(s): EVOL 34800

CHDV 37201. Language in Culture I. 100 Units.

Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of "functional" semiotic structure and history.

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

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 37201, LING 31100, PSYC 47001

CHDV 37500-37502-37503. Research Seminar in Animal Behavior I-II-III.

This workshop involves weekly research seminars in animal behavior given by faculty members, postdocs, and advanced graduate students from this and other institutions. The seminars are followed by discussion in which students have the opportunity to interact with the speaker, ask questions about the presentation, and share information about their work. This workshop exposes students to current comparative research in behavioral biology and provides interactions with some of the leading scientists in this field. (A, 1)

CHDV 37500. Research Seminar in Animal Behavior I. 100 Units.

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

Prerequisite(s): Graduate students only.

Note(s): Students register for this course in Autumn Quarter and receive credit in Spring Quarter after successful completion of the year's work.

Equivalent Course(s): EVOL 37600

CHDV 37502. Research Seminar in Animal Behavior II. 100 Units.

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

Prerequisite(s): Graduate students only.

Equivalent Course(s): EVOL 37700

CHDV 37503. Research Seminar in Animal Behavior III. 100 Units.

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

Note(s): Graduate students only.

Equivalent Course(s): EVOL 37800

CHDV 37502. Research Seminar in Animal Behavior II. 100 Units.

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

Prerequisite(s): Graduate students only.

Equivalent Course(s): EVOL 37700

CHDV 37503. Research Seminar in Animal Behavior III. 100 Units.

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

Note(s): Graduate students only.

Equivalent Course(s): EVOL 37800

CHDV 37801. Evolutionary Psychology. 100 Units.

This course explores human social behavior from the perspective of a new discipline: evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders. (A, 1)

Instructor(s): D. Maestriperi, D. Gallo Terms Offered: Winter

Prerequisite(s): Undergraduates must have permission of instructor.

Note(s): Not offered 2013-14

Equivalent Course(s): PSYC 41450, CHDV 41451

CHDV 38101-38102. Anthropology of Museums I-II.

This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

CHDV 38101. Anthropology of Museums I. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 24511, ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500

CHDV 38102. Anthropology of Museums II. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

CHDV 38101-38102. Anthropology of Museums I-II.

This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

CHDV 38101. Anthropology of Museums I. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 24511, ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500

CHDV 38102. Anthropology of Museums II. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

CHDV 38102. Anthropology of Museums II. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

CHDV 38701. Social and Cultural Foundations of Mental Health. 100 Units.

The wellbeing of individuals depends on sociocultural as well as psychobiological conditions, yet current professional thinking about mental health and illness focuses almost exclusively on psychobiological factors. Mental health is influenced significantly by the levels and types of environmental support and of stress that persons experience in their social milieus, which differentially affect their individual strengths and vulnerabilities. This course aims to broaden our concepts of positive mental health by examining the contributions of major social scientific theorists, such as Durkheim, Freud, Simmel, Weber, Mead and other classic and recent writers whose works demonstrate the vital connection between individual personality and sociocultural context. The course will consist of lectures and discussion of readings, with grades based on short paper assignments. (D; 4)

Instructor(s): D. Orlinsky Terms Offered: Spring 2013

Equivalent Course(s): HIPS 26101

CHDV 39301. Qualitative Research Methods. 100 Units.

The goal of this course is for students to learn a range of qualitative research methods, understand the uses and limitations of each of these methods, and gain hands-on experience designing, completing, and writing up a project using one or more of these methods. The first three weeks focus on developing a research plan: reviewing the literature, formulating a research question, and evaluating available methods to investigate that question. The remaining weeks will focus on research ethics, data collection, data analysis, and writeup. Throughout the course, we will be reading and discussing both texts that explicitly teach method and examples of different qualitative approaches, including ethnography, person-centered interviewing, Grounded Theory, narrative analysis, and cultural models. All students will complete a small-scale research project using one or more of the methods covered in this course. (M)

Instructor(s): E. Fein Terms Offered: Winter 2013

CHDV 39900. Readings: Human Development. 100 Units.

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

Prerequisite(s): Instructor consent required.

CHDV 40110. Color, Ethnicity, Cultural Context, and Human Vulnerability. 100 Units.

The specific level of vulnerability may vary across the life course; nevertheless, all humans are vulnerable and, thus, unavoidably possess both risks and protective factors. The level and character of human vulnerability matters and has implications for physical health, psychological well being, the character of culture, and mental health status. The balance between the two (i.e., risks and protective factors) can be influenced by ethnic group membership and identifiability (e.g., skin color). The cultural contexts where growth and development take place play a significant role in life course human development. As a globally admired cultural context with a particular national identity, one of America's foundational tenets is that citizenship promises the privilege of freedom, allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently makes it difficult to acknowledge that the depth of experience and its determinative nature may be but skin deep. In America, there continues to be an uneasiness and palpable personal discomfort whenever discussions concerning ethnic diversity, race, color and the Constitutional promise and actual practice of equal opportunity occur. Other nations are populated with vulnerable humans, as well, and experience parallel dissonance concerning the social tolerance of human diversity.

Given the shared status of human vulnerability, the course unpacks and analyzes how differences in ethnicity, skin color and other indicators of group membership impact vulnerability and opportunity for diverse groups. Specifically, the course analyzes the balance between risk level and protective factor presence and examines the consequent physical health status, psychological well-being, and mental health outcomes for its dissimilar citizens. The course especially emphasizes the American cultural context but, in addition, highlights the unique experiences of ethnically varied individuals developing in multiple cultural contexts around the globe. (D, 4)

Instructor(s): M. Spencer Terms Offered: Autumn 2013

Prerequisite(s): Undergraduates require permission from instructor.

Equivalent Course(s): CRES 40110

CHDV 40207. Development in Adolescents. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development. The perspective taken unpacks the developmental period's complexity as exacerbated by the many contextual and cultural forces which are often made worse by unacknowledged socially structured conditions, which interact with youths' unavoidable and unique meaning making processes. As a function of some youths' privileging situations versus the low resource and chronic conditions of others, both coping processes and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap findings for a society's diverse youth. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives. The strategy improves our understanding about the "what" of human development as well as the "how." Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns). (2)

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

Prerequisite(s): Graduate students only.

CHDV 40306. Academic and Behavior Gender Gaps Along the Pathway to Degree Attainment. 100 Units.

This course explores the complex intersection of race/ethnicity, socioeconomic status and gender in determining unequal outcomes in American education. We will examine the recent history of the reversal of the gender gap in academic achievement, the research evidence examining potential causes of this reversal, and policies aimed at improving male academic achievement. We will also examine whether issue of male underachievement only applies to subgroups of Americans as indexed by race/ethnicity and socioeconomic status. Students will be introduced to several datasets that can be used to examine issues of how gender is associated with academic success along the pathway to degree attainment. Students are expected to complete a final empirical paper that includes the discussion of data, analyses, results, and policy implications. Students must have taken a graduate level statistics course as a prerequisite. (2)

Instructor(s): M. Keels Terms Offered: Winter 2013

Prerequisite(s): Graduate level statistics course

CHDV 41160. New Perspectives on Vulnerability. 100 Units.

Vulnerability is undergoing re-evaluation in philosophy, the social sciences and the humanities. From having been perceived as a condition from which subjects should be defended, rescued or liberated, vulnerability has increasingly come to be theorized as a position and experience that confronts us with the limits of understanding, empathy, morality and theory. This course will read work that attempts to engage with vulnerability not so much as something to be overcome, but, rather, as a challenge that can guide us towards new ways of thinking about political life and engaging with the world. Course literature includes Giorgio Agamben's work on "bare life", Judith Butler's writing on precarious life, Jacques Derrida's writings on animals, Rosemarie Garland-Thomson's book on staring, Martha Nussbaum's book on "frontiers of justice" and Bryan Turner's work on vulnerability and human rights.

Instructor(s): D. Kulick Terms Offered: Autumn 2013

Prerequisite(s): Graduate students only.

Equivalent Course(s): GNDR 41160, ANTH 40805

CHDV 41451. Evolutionary Psychology. 100 Units.

This course explores human social behavior from the perspective of a new discipline: evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders. (A, 1)

Instructor(s): D. Maestriperi, D. Gallo Terms Offered: Winter

Prerequisite(s): Undergraduates must have permission of instructor.

Note(s): Not offered 2013-14

Equivalent Course(s): PSYC 41450, CHDV 37801

CHDV 41601. Seminar in Language Development. 100 Units.

Advanced undergraduates and MAPSS students should register for PSYC 33200.

Psychology graduate students should register for PSYC 43200. This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): PSYC 43200

CHDV 42214. Ethnographic Writing. 100 Units.

This course is intended for qualitative, anthropologically oriented graduate students engaged in the act of ethnographic writing, be it a thesis, a prospectus or an article. The course is organized around student presentations of work in progress and critical feedback from course participants. It is hoped that each participant will emerge from the course with a polished piece of work. Only graduate students will be admitted and consent of the instructor is mandatory. (M)

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

Prerequisite(s): Permission of instructor, graduate students only.

CHDV 42401. Trial Research in Human Development - I. 100 Units.

This course is taken in the Spring quarter of the first year, and again in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHD grad students only.

Note(s): Required

CHDV 42402. Trial Research in Human Development - II. 100 Units.

Second in required Trial Research Seminar sequence. The purpose of this seminar is to help students formulate and complete their trial research projects.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): CHDV 42401 Trial Research in Human Development - I. CHD graduate students only.

Note(s): Required.

CHDV 43302. Illness and Subjectivity. 100 Units.

While anthropology and other social sciences have long explored the social and cultural shaping of the self and personhood, many scholars have recently employed the rubric of "subjectivity" to articulate the links between collective phenomena and the subjective lives of individuals. This graduate seminar will examine "subjectivity"—and related concepts—focusing on topics where such ideas have been particularly fruitful: illness, pathology and suffering. We will critically examine the terms "self," "personhood" and "subjectivity"—and their relationship to one another. Additional literatures and topics covered may include: illness and narrative; healing and the self; personhood and new medical technologies. (3, 4*)

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

Note(s): Graduate students only.

Equivalent Course(s): ANTH 51305

CHDV 43600. Processes of Judgement and Decision Making. 100 Units.

This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.

Instructor(s): W. Goldstein Terms Offered: Winter

Equivalent Course(s): PSYC 43600

CHDV 44700. Seminar: Topics in Judgement and Decision Making. 100 Units.

This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.

Instructor(s): W. Goldstein Terms Offered: Spring

Equivalent Course(s): PSYC 44700

CHDV 45501. Cognition and Education. 100 Units.

Cognition and Education will explore research bridging basic theories of cognition with rigorous studies of educational practice. This exciting pairing yields insights for both psychological theories of cognition and educational theories of practice. Complete psychological theories of cognition must be able to explain thinking and learning in dynamic, everyday contexts. At the same time, this work cannot impact practice without being well grounded in teachers and students' everyday activities. Course readings will include psychological studies of cognition and learning, developmental studies of children's thinking, and educational studies of teaching in STEM (Science, Technology, Engineering, and Mathematics) fields. (5*)

Instructor(s): L. Richland Terms Offered: Spring 2012

CHDV 45550. From Birds to Words: How Do Communication Systems Come About? 100 Units.

This course will examine commonalities in the development and organization of communication across animals (birds and people) who are not closely linked evolutionarily. In this way, we hope to explore essential elements of social communication (what they are, which elements are flexible with respect to species, time, cultural specificity). Our goal is to start with behaviors that are shared across birds and humans, and unravel deeper shared mechanisms across organisms that rely on complex communication systems over different timespans (evolution, ontogeny).

Instructor(s): S. Goldin-Meadow, S. London Terms Offered: Spring

Equivalent Course(s): PSYC 45550

CHDV 45600. When Cultures Collide: The Multicultural Challenge in Liberal Democracy. 100 Units.

Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.

Instructor(s): R. Shweder Terms Offered: Winter 2014

Equivalent Course(s): PSYC 45300, ANTH 45600, HMRT 35600, GNDR 45600

CHDV 45601. Moral Development and Comparative Ethics. 100 Units.

Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) "goodness" or "rightness" are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions. (B, C; 3)

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

Equivalent Course(s): PSYC 44000

CHDV 45700. Urban Field Research. 100 Units.

This course focuses on methods for collecting qualitative field data in urban settings from the ground up, so to speak, and to discuss some related methodological issues. In addition to readings, there are field assignments and students discuss each other's notes. (M)

Instructor(s): R. Taub Terms Offered: Spring 2014

Prerequisite(s): Graduate students only.

Note(s): Offered every other year.

Equivalent Course(s): SOCI 50017

CHDV 47901-47902-47903. Beginning Modern Spoken Yucatec Maya I-II-III.

This course is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.

CHDV 47901. Beginning Modern Spoken Yucatec Maya I. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 27901,LACS 27901

CHDV 47902. Beginning Modern Spoken Yucatec Maya II. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 27902,LACS 27902

CHDV 47903. Beginning Modern Spoken Yucatec Maya III. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 27903,LACS 27903

CHDV 47902. Beginning Modern Spoken Yucatec Maya II. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 27902,LACS 27902

CHDV 47903. Beginning Modern Spoken Yucatec Maya III. 100 Units.

Instructor(s): J. Lucy Terms Offered: Not offered 2012-13; will be offered 2013-14
Equivalent Course(s): CHDV 27903,LACS 27903

CHDV 48414. Evolution of Human Development. 100 Units.

Instructor(s): D. Maestriperi Terms Offered: Spring 2012
Note(s): Fulfills breadth requirement in areas 1 and 2.

CHDV 48415. Displaced nations and the politics of belonging. 100 Units.

While immigration has given rise to cultural hybridity and cosmopolitan forms of belonging, it has also produced diasporic nations and long-distance nationalisms that strive to maintain relationships with real or imagined homelands. This seminar examines what it means to belong to a nation that is not coterminous with a territorial state. It explores both the impact of diasporic nation-making on immigrant subjectivities and on the cultural politics of belonging in receiving states. How, for instance, does deterritorialized nation-making implicate immigrant bodies, histories, and subjectivities? How is the traditionally ethnos-based diasporic nation reconceptualised by considering intersecting queer solidarities or religious nationalisms? How does deterritorialized nation-making complicate ideologies of citizenship and belonging, and how do immigrant-receiving states manage these complications? To explore these issues, we will draw on ethnographic monographs and multidisciplinary theoretical perspectives that critically examine the concepts of the nation, nationalism, deterritorialized nationalism, and citizenship, as they implicate history and memory, the body, sexual and religious solidarities, and multiculturalism. (3)

Instructor(s): G. Embuldeniya Terms Offered: Spring 2013

Equivalent Course(s): ANTH 45615

CHDV 49900. Research in Human Development. 100 Units.

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

Prerequisite(s): Instructor consent required. Graduate students only.



COMPARATIVE LITERATURE

The major in Comparative Literature leads to a BA degree. This program is designed to attract students who wish to pursue an interdisciplinary plan of course work focused on the study of literature as written in various languages and in various parts of the world.

Such a student might come to the University with a strong background in languages other than English and want to work in two or more literatures (one of which can be English). Another student might have a strong interest in literary study and wish to address general, generic, and/or transnational questions that go beyond the boundaries of national literature offered by English and other literature departments. Or, a student might wish to pursue an in-depth study of the interrelationship of literature and culture, as well as issues that transcend the traditional demarcations of national literary history and area studies.

These descriptions of academic interest are not mutually exclusive. Each student will design a plan of course work that will suit his or her individual goals and that will take advantage of the rich offerings of this university.

PROGRAM REQUIREMENTS

The aim of the following guidelines is to help students develop a balanced and coherent plan of study. The Director of Undergraduate Studies in Comparative Literature is available to discuss these guidelines with students who are interested in comparative literature.

1. In addition to the thirteen courses counted toward the major, students must complete a second-year sequence in a language other than English or demonstrate language ability of an equivalent skill through accreditation. Students should have completed this requirement, or be well on their way to its completion, by the time they apply to the program, typically the end of their second year. See Participation in the Program below for further details.
2. Six courses in a primary field, or in closely integrated subject areas in more than one field, are required.
3. Four courses in a secondary field, or in closely integrated subject areas in more than one field, are required.
4. All students will be asked to take two quarters of a sequence that introduces the theoretical, scholarly, and critical practices relevant to comparative literature. The first quarter, taught by a Comparative Literature faculty member, will be CMLT 29701 Introduction to Comparative Literature: Problems, Methods, Precedents. The second quarter will be a free-standing but related course taught by an advanced graduate student. Students are expected to take both courses in the same year. Critical methods classes taken prior to the 2012–13 inauguration of this sequence may count as the equivalents to one or both of the two new required courses.

5. Students who are majoring in Comparative Literature are required to complete a BA project. The project will be supervised by a faculty member of the student's choice, with that faculty member's consent and the approval of the Director of Undergraduate Studies; that faculty member may be, but need not be, on the faculty of Comparative Literature. A graduate student in Comparative Literature will serve as preceptor for all BA projects through the BA workshop, moderating discussions, working with students on the mechanics of writing, and providing tutorial assistance. For details, see the following information on the BA workshop and the BA paper.
6. As part of the process of writing the BA paper, fourth-year students are required to register for CMLT 29801 BA Project and Workshop: Comparative Literature and attend its meetings. The workshop begins in Autumn Quarter with readings and discussion of themes and methods in Comparative Literature. It continues through the middle of the Spring Quarter with workshops in which students provide written and oral feedback on each other's work in progress toward the BA project. While the BA workshop meets in all three quarters, it counts as a one-quarter course credit. Students may register for the course in any of the three quarters of their fourth year. A grade for the course will be assigned in the Spring Quarter based partly on participation in the workshop and partly on the quality of the BA paper.

SUMMARY OF REQUIREMENTS

6 primary field courses	600
4 secondary field courses	400
2 critical/intellectual methods courses	200
CMLT 29801 BA Project and Workshop: Comparative Literature	100
Total Units	1300

The department encourages students to pursue further language study by taking courses in a second or third language. NOTE: Those language courses will be approved for use in the major only if they are at an intermediate or advanced level; elementary-level courses cannot be counted toward the total number of courses needed to complete the major.

Additional courses in critical/intellectual methods may be counted toward the six courses in the primary field or toward four courses in the secondary field if their materials are appropriate for those purposes, but the total number of courses presented for the major must total thirteen.

A student wishing to work in two literatures (one of which can be English) might choose two literatures as the primary and secondary fields. A student interested in literary study across national boundaries with a focus on generic and transnational questions might create a primary field along generic lines (e.g., film, the epic, the novel, poetry, drama, opera); the secondary field might be a particular national literature or a portion of such a literature. A student interested in literary and cultural theory might choose theory as either a primary or secondary field, paired with another field designed along generic lines or those of one or more national literatures.

Courses in the various literature departments and in Interdisciplinary Studies in the Humanities are obviously germane to the building of any individual program. A student is likely to find courses in the Humanities Collegiate Division and in the Department of History that extend beyond the usual definitions of literature (e.g., film, art, music, history) to be appropriate to her or his individual program of study. Study abroad offers an attractive means of fulfilling various aims of this program as well.

Participation in the Program

Students should express their interest in the major as soon as possible, typically before the end of their second year. The first step is to meet with the Director of Undergraduate Studies to consult about a program of study. Thereafter, students are required to submit a written proposal of about one thousand words in length that consists of two parts:

1. a statement explaining how the proposed plan of study will take advantage of existing College offerings and meet departmental requirements
2. a list of proposed courses (as well as alternates) and indications of how they will fulfill the department's requirements

Applicants must also submit a list of completed courses and a list of courses in which they are currently registered. Special mention should be made of language courses or other language training that affirms a student's level of language proficiency. Each proposal will be evaluated on the basis of the interest of the student and his or her achievement in the languages needed to meet the goals of the intended course of study. Students will be notified by email of their acceptance to the program.

Comparative Literature majors should demonstrate proficiency in a literary language (other than English) that is relevant to their proposed course of study (as indicated in requirement number one above). This requirement must be met at the time of application or shortly thereafter. Such proficiency is measured by the completion of a second-year sequence in the language, or by demonstration of an equivalent skill. Language ability is essential to work in comparative literature of whatever sort. The Department of Comparative Literature takes language preparation into consideration when evaluating applications, but it will also help students achieve their individual goals by suggesting programs of study that will add to their language expertise as appropriate.

BA Project

One obvious choice for a BA project is a substantial essay in comparative literary study. This option should not, however, rule out other possibilities. Two examples might be a translation from a foreign literature with accompanying commentary, or a written project based on research done abroad in another language and culture relating to comparative interests. Students are urged to base their project on comparative concepts, and to make use of the language proficiency that they will develop as they meet the program's requirements. Visit humanities.uchicago.edu/depts/complit/undergraduate for details on the BA project.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

GRADING

All courses to be used in the major must be taken for a quality grade, which must be a B- or higher.

HONORS

To be eligible for honors in Comparative Literature, students must earn an overall cumulative GPA of 3.25 or higher, and a GPA of 3.5 or higher in the major. They must also complete a BA essay or project that is judged exceptional in intellectual and/or creative merit by the first and second readers.

ADVISING

In addition to their College adviser, students should consult on an ongoing basis with the Director of Undergraduate Studies. Further advice and counseling will be available from the preceptor for the program and from the faculty member who supervises the student's BA project.

COMPARATIVE LITERATURE COURSES

CMLT 20500. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 30500, ENGL 31000, TAPS 28400

CMLT 20600. History and Theory of Drama II. 100 Units.

This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington, H. Coleman Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13900,CMLT 30600,ENGL 31100,TAPS 28401

CMLT 21101. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray Terms Offered: Spring

Equivalent Course(s): LATN 21100,CMLT 31101,LATN 31100

CMLT 21202. Decolonizing Drama and Performance in Africa. 100 Units.

Equivalent Course(s): ENGL 24404,ENGL 44509,CMLT 41202,CMST 24508,CMST 44508,TAPS 28418

CMLT 21600. Comparative Fairy Tale. 100 Units.

For some, fairy tales count as sacred tales meant to enchant rather than to edify. For others, they are cautionary tales, replete with obvious moral lessons. Critics have come to apply all sorts of literary approaches to fairy tale texts, ranging from stylistic analyses to psychoanalytical and feminist readings. For the purposes of this course, we assume that these critics are correct in their contention that fairy tales contain essential underlying meanings. We conduct our own readings of fairy tales from the German Brothers Grimm, the Norwegians, Asbjørnsen and Moe, and the Dane, Hans Christian Andersen. We rely on our own critical skills as well as on selected secondary readings.

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

Prerequisite(s): NORW 10400 or consent of instructor

Equivalent Course(s): NORW 28500,GRMN 28500,HUMA 28400

CMLT 21801. Caribbean Fiction: Self-Understanding and Exoticism. 100 Units.

The Caribbean is often described as enigmatic, uncommon, and supernatural. While foreigners assume that the Caribbean is exotic, this course will explore this assumption from a Caribbean perspective. We will examine the links between Caribbean and Old World imagination, the relationship between exoticism and Caribbean notions of superstition, and the way in which the Caribbean fictional universe derives from a variety of cultural myths.

Instructor(s): D. Desormeaux Terms Offered: Winter

Note(s): The course will be taught in English and all required texts are in English and English translations from French. A weekly session in French will be held for majors and graduate students in French and Comparative Literature.

Equivalent Course(s): FREN 33500, CMLT 31801, FREN 23500

CMLT 22302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include Digenes Akritas and Song of Igor's Campaign, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32302, CLAS 31113, CLCV 21113, SLAV 22302, SLAV 32302

CMLT 22303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32303, CLCV 21313, CLAS 31313, SLAV 22303, SLAV 32303

CMLT 22400-22500. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

CMLT 2240. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMST 28500, ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000

CMLT 2250. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMLT 2250. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMLT 22501. Vico's New Science. 100 Units.

This course offers a close reading of Giambattista Vico's masterpiece, *New Science* (1744)—a work that sets out to refute “all opinions hitherto held about the principles of humanity.” Vico, who is acknowledged as the most resolute scourge of any form of rationalism, breathed new life into rhetoric, imagination, poetry, metaphor, history, and philology in order to promote in his readers that originary “wonder” and “pathos” which sets human beings on the search for truth. However, Vico argues, the truths that are most available and interesting to us are the ones humanity “authored” by means of its culture and history-creating activities. For this reason the study of myth and folklore as well as archeology, anthropology, and ethnology must all play a role in the rediscovery of man. The *New Science* builds an “alternative philosophy” for a new age and reads like a “novel of formation” recounting the (hi)story of the entire human race and our divine ancestors. In Vico, a prophetic spirit, one recognizes the fulfillment of the Renaissance, the spokesperson of a particular Enlightenment, the precursor of the Kantian revolution, and the forefather of the philosophy of history (Herder, Hegel, and Marx). The *New Science* remained a strong source of inspiration in the twentieth century (Cassirer, Gadamer, Berlin, Joyce, Beckett, etc.) and may prove relevant in disclosing our own responsibilities in postmodernity.

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

Note(s): Taught in English.

Equivalent Course(s): ITAL 32900, FNDL 21408, CMLT 32501, ITAL 22900

CMLT 23201. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

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

Equivalent Course(s): SOSL 27200, CMLT 33201, NEHC 20885, NEHC 30885, SOSL 37200

CMLT 23301. Balkan Folklore. 100 Units.

This course is an overview of Balkan folklore from ethnographic, anthropological, historical/political, and performative perspectives. We become acquainted with folk tales, lyric and epic songs, music, and dance. The work of Milman Parry and Albert Lord, who developed their theory of oral composition through work among epic singers in the Balkans, helps us understand folk tradition as a dynamic process. We also consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition first hand through our visit to the classes and rehearsals of the Chicago-based ensemble "Balkanske igre."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 26800,CMLT 33301,NEHC 20568,NEHC 30568,SOSL 36800

CMLT 23401. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 33401,NEHC 20573,NEHC 30573,SOSL 27300,SOSL 37300

CMLT 23500. Gender and Literature in South Asia. 100 Units.

Equivalent Course(s): SALC 23002,GNSE 23001,GNSE 33001,SALC 33002

CMLT 23702. Making a Scene. 100 Units.

Equivalent Course(s): ENGL 25931,ENGL 42409,CMLT 33702

CMLT 23901. Gender in the Balkans through Literature and Film. 100 Units.

This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 27610,CMLT 33901,GNSE 27702,GNSE 37700,SOSL 37610

CMLT 24402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.

The course will introduce the students to the oldest sub-genres of the novel, the idealist story, the chivalric tale and the pastoral. It will emphasize the originality of these forms and discuss their interaction with the Spanish, French, and English novel.

Instructor(s): T. Pavel, G. Most Terms Offered: Winter

Equivalent Course(s): CMLT 34402, SCTH 35914, RLLT 24402, RLLT 34402

CMLT 24408. Before and After Beckett: Theater and Theory. 100 Units.

Beckett is conventionally typed as the playwright of minimalist scenes of unremitting bleakness but his experiments with theatre and film echo the irreverent play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton) as well as the artistic avant garde (Jarry). This course will juxtapose these early 20th century models with Beckett's plays on stage and screen and those of his contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver, Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes, Badiou, Bert States, and others. Comparative Literature students will have the opportunity to read French originals.

Instructor(s): L. Kruger Terms Offered: Winter

Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors only; not open to first-year College students

Equivalent Course(s): ENGL 24408, TAPS 28438

CMLT 24902. Mimesis. 100 Units.

This course introduces the concept of mimesis (imitation, representation), tracing it from Plato and Aristotle through some of its reformulations in recent literary, feminist, and critical theory. Topics include desire, postcolonialism, and non-Western aesthetic traditions. Readings may include Plato, Aristotle, Euripides's *Bacchae*, Book of Songs, Lu Ji's *Rhapsody on Literature*, Auerbach, Butler, Derrida, and Spivak.

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

Note(s): This course meets the critical/intellectual methods course requirement for students who are majoring in Comparative Literature.

Equivalent Course(s): GNSE 24903, EALC 24902

CMLT 25001. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed. (A)

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

Note(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): PHIL 24800, FNDL 22001, GNSE 23100, HIPS 24300

CMLT 25102. Problems Around Foucault. 100 Units.

Equivalent Course(s): PHIL 21910, PHIL 31910, CMLT 35102, DVPR 35100, CHSS 31910, HIPS 21910

CMLT 25801. Machiavelli and Machiavellism. 100 Units.

This course is a comprehensive introduction to Machiavelli's *The Prince* in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright (*The Mandrake*), fiction writer (*Belfagor*, *The Golden Ass*), and historian (*Discourses*, *Florentine Histories*). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

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

Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.

Equivalent Course(s): FNDL 21603, REMS 33001, ITAL 23000

CMLT 26400. Introduction to the Renaissance. 100 Units.

The Renaissance, which first and foremost flourished in Italy, founded our modern concept of the self. The way we see ourselves, the values we cherish, derive from the Renaissance. Modernity is a product of the Renaissance. This course emphasizes the importance of introspection in Renaissance culture, poetry, and philosophy. The books I have selected have a strong autobiographical element. However, they also illuminate how the Renaissance theorizes the relationship between the individual and society. We will read, in Italian, passages from major Italian texts in prose, such as Castiglione's *Il cortigiano*, Machiavelli's *Discorsi*, Campanella's *Città del Sole*, and poetry by Michelangelo, Monsignor della Casa, and numerous women poets, such as Veronica Franco, Vittoria Colonna, and Veronica Gambara.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 22200

CMLT 26600. Ren/Lit Imagination. 100 Units.**CMLT 26610. Kinds of Narratives: the Novella. 100 Units.**

The course will discuss the place of the novella among nineteenth-century prose narratives. We will read works by Balzac, Gogol, Stifter, Mérimée, Melville, Fontane, Chekhov, and Henry James.

Instructor(s): T. Pavel Terms Offered: Autumn

Note(s): Taught in English. For French majors and graduates there will be a weekly one-hour meeting to study the original French texts.

CMLT 26913. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the “a change from ignorance (*agnoia*) to knowledge (*gnosis*).” Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters’ *anagnorisis* isn’t restricted to the filiation, i.e., identity, of other characters the audience’s cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer’s *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle’s *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater’s obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist’s dramatic deconstructions of German bourgeois and classical theater test the Enlightenment’s claim to reason and reform of human cognition. Our last stop will be Brecht’s theater of “Entfremdung” that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): GRMN 26913,CLCV 25513,CLAS 35513,CMLT 36913,TAPS 28441,GRMN 36913

CMLT 27402. Contemporary Chinese Writers and the Literary Field. 100 Units.

Equivalent Course(s): EALC 28620,EALC 38620,CMLT 37402

CMLT 28610. The German Romantic Lied. 100 Units.

In the romantic genre of the German Lied, music and poetry meet with a precision, complexity, and affective intensity unheard of since the times of medieval Minnesang. At the center of this undergraduate seminar is the relationship of Robert Schumann and Heinrich Heine and their cycle “Dichterliebe,” supplemented by Schumann’s rendering of other poets’ work (for example, Johann Wolfgang von Goethe or Joseph von Eichendorff). The larger context of Lied-making the class also seeks to explore is formed by pieces by Ludwig van Beethoven, Franz Schubert, Felix Mendelssohn Bartholdy, and Johannes Brahms. Readings and discussions in German.

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

Equivalent Course(s): GRMN 25013

CMLT 28900. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): E. Lyon, H. Saussy Terms Offered: Winter 2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): BIOS 29323, BPRO 28600, HMRT 28602

CMLT 29100. Renaissance Epic. 100 Units.

A study of classical epic in the Renaissance or Early Modern period. Emphasis will be both on texts and on classical epic theory. We will read Tasso's *Jerusalem Delivered*, Camões' *Lusiads*, and Milton's *Paradise Lost*. A paper will be required and perhaps an examination.

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

CMLT 29101. Pascal and Simone Weil. 100 Units.

Pascal in the seventeenth century and Simone Weil in the twentieth formulated a compelling vision of the human condition, torn between greatness and misery. They showed how human imperfection coexists with the noblest callings, how attention struggles with diversion and how individuals can be rescued from their usual reliance on public opinion and customary beliefs. Both thinkers point to the religious dimension of human experience and suggest unorthodox ways of approaching it.

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

Prerequisite(s): Third- or fourth-year standing.

Note(s): The course will be taught in English. For French undergraduates and graduates, we will hold a bi-weekly one-hour meeting to study the original French texts.

Equivalent Course(s): FREN 39100, CMLT 39101, FNLD 21806, FREN 29100

CMLT 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies.

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade. This course does not satisfy distribution requirements for students who are majoring in CMLT unless an exception is made by the Director of Undergraduate Studies.

CMLT 29701. Introduction to Comparative Literature: Problems, Methods, Precedents. 100 Units.

As the study of relations among the world's literary and other expressive traditions, comparative literature confronts a host of questions. What do works from different times and places have in common? How can we meaningfully assess their differences? How do we account for systematic and extra-systemic features of literature? Is translation ever adequate? This course offers consideration of these and related issues through influential critical examples. This course is the first of a two-quarter sequence required for all majors in Comparative Literature.

Instructor(s): Haun Saussy Terms Offered: Autumn

CMLT 29801. BA Project and Workshop: Comparative Literature. 100 Units.

This workshop begins in Autumn Quarter and continues through the middle of Spring Quarter. While the BA workshop meets in all three quarters, it counts as a one-quarter course credit. Students may register for the course in any of the three quarters of their fourth year. A grade for the course is assigned in the Spring Quarter, based partly on participation in the workshop and partly on the quality of the BA paper. Attendance at each class section required.

Terms Offered: Autumn, Winter, Spring

Note(s): Required of fourth-year students who are majoring in CMLT.

CMLT 30202. Mimesis. 100 Units.

This course will examine one of the central concepts of comparative literature: mimesis (imitation). We will investigate traditional theoretical and historical debates concerning literary and visual mimesis as well as more recent discussions of its relation to non-western and colonial contexts. Readings will include Aristotle, Auerbach, Butler, Spivak, and Taussig. Students are encouraged to write final papers on their own research topics while engaging with issues discussed through the course.

Instructor(s): T. Chin Terms Offered: Winter 2013

Equivalent Course(s): CLAS 39200, EALC 30100

CMLT 30500. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 20500, ENGL 31000, TAPS 28400

CMLT 30600. History and Theory of Drama II. 100 Units.

This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington, H. Coleman Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13900, CMLT 20600, ENGL 31100, TAPS 28401

CMLT 31101. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray Terms Offered: Spring

Equivalent Course(s): LATN 21100, CMLT 21101, LATN 31100

CMLT 31801. Caribbean Fiction: Self-Understanding and Exoticism. 100 Units.

The Caribbean is often described as enigmatic, uncommon, and supernatural. While foreigners assume that the Caribbean is exotic, this course will explore this assumption from a Caribbean perspective. We will examine the links between Caribbean and Old World imagination, the relationship between exoticism and Caribbean notions of superstition, and the way in which the Caribbean fictional universe derives from a variety of cultural myths.

Instructor(s): D. Desormeaux Terms Offered: Winter

Note(s): The course will be taught in English and all required texts are in English and English translations from French. A weekly session in French will be held for majors and graduate students in French and Comparative Literature.

Equivalent Course(s): FREN 33500, CMLT 21801, FREN 23500

CMLT 31851. Zhuangzi: Lit, Phil, or Something Else. 100 Units.

The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries. Requirement: classical Chinese.

Instructor(s): H. Saussy Terms Offered: Winter

Prerequisite(s): Requirement: classical Chinese

Equivalent Course(s): EALC 31851, FNDL 22306

CMLT 32302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include Digenes Akritas and Song of Igor's Campaign, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CLAS 31113, CLCV 21113, SLAV 22302, SLAV 32302, CMLT 22302

CMLT 32303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CLCV 21313, CLAS 31313, SLAV 22303, SLAV 32303, CMLT 22303

CMLT 32400-32500. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies.

Taking these courses in sequence is strongly recommended but not required.

CMLT 32400. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMST 28500, ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000

CMLT 32500. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMLT 32500. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

CMLT 32501. Vico's New Science. 100 Units.

This course offers a close reading of Giambattista Vico's masterpiece, *New Science* (1744)—a work that sets out to refute "all opinions hitherto held about the principles of humanity." Vico, who is acknowledged as the most resolute scourge of any form of rationalism, breathed new life into rhetoric, imagination, poetry, metaphor, history, and philology in order to promote in his readers that originary "wonder" and "pathos" which sets human beings on the search for truth. However, Vico argues, the truths that are most available and interesting to us are the ones humanity "authored" by means of its culture and history-creating activities. For this reason the study of myth and folklore as well as archeology, anthropology, and ethnology must all play a role in the rediscovery of man. The *New Science* builds an "alternative philosophy" for a new age and reads like a "novel of formation" recounting the (hi)story of the entire human race and our divine ancestors. In Vico, a prophetic spirit, one recognizes the fulfillment of the Renaissance, the spokesperson of a particular Enlightenment, the precursor of the Kantian revolution, and the forefather of the philosophy of history (Herder, Hegel, and Marx). The *New Science* remained a strong source of inspiration in the twentieth century (Cassirer, Gadamer, Berlin, Joyce, Beckett, etc.) and may prove relevant in disclosing our own responsibilities in postmodernity.

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

Note(s): Taught in English.

Equivalent Course(s): ITAL 32900,FNDL 21408,CMLT 22501,ITAL 22900

CMLT 33201. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

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

Equivalent Course(s): SOSL 27200,CMLT 23201,NEHC 20885,NEHC 30885,SOSL 37200

CMLT 33301. Balkan Folklore. 100 Units.

This course is an overview of Balkan folklore from ethnographic, anthropological, historical/political, and performative perspectives. We become acquainted with folk tales, lyric and epic songs, music, and dance. The work of Milman Parry and Albert Lord, who developed their theory of oral composition through work among epic singers in the Balkans, helps us understand folk tradition as a dynamic process. We also consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition first hand through our visit to the classes and rehearsals of the Chicago-based ensemble "Balkanske igre."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 26800,CMLT 23301,NEHC 20568,NEHC 30568,SOSL 36800

CMLT 33401. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 27300,CMLT 23401,NEHC 20573,NEHC 30573,SOSL 37300

CMLT 33901. Gender in the Balkans through Literature and Film. 100 Units.

This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 27610, CMLT 23901, GNSE 27702, GNSE 37700, SOSL 37610

CMLT 34402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.

The course will introduce the students to the oldest sub-genres of the novel, the idealist story, the chivalric tale and the pastoral. It will emphasize the originality of these forms and discuss their interaction with the Spanish, French, and English novel.

Instructor(s): T. Pavel, G. Most Terms Offered: Winter

Equivalent Course(s): SETH 35914, RLLT 24402, RLLT 34402, CMLT 24402

CMLT 34504. Russian Poetry from Blok to Pasternak. 100 Units.

We will survey the selected poetry of major Russian modernists from 1900 to 1935, including lyrical and narrative genres. Poets covered include: Aleksandr Blok, Andrei Belyi, Viacheslav Ivanov, Nikolai Gumilev, Osip Mandel'shtam, Anna Akhmatova, Velimir Khlebnikov, Vladimir Mayakovsky, Marina Tsvetaeva, Boris Pasternak. In addition to tracing the development of poetic doctrines (from symbolism through acmeism and futurism), we will investigate the close correlations between formal innovation and the changing semantics of Russian poetry. Attention will also be paid to contemporary developments in Western European poetry. Knowledge of Russian required.

Instructor(s): R. Bird, B. Maslov Terms Offered: Winter

Prerequisite(s): Knowledge of Russian required.

Equivalent Course(s): RUSS 34504

CMLT 35614. Hölderlin and the Greeks. 100 Units.

The German poet Friedrich Hölderlin submitted to the paradoxical double-bind of Johann Joachim Winckelmann's injunction that "the only way for us [Germans] to become great or—if this is possible—inimitable, is to imitate the ancients." As he wrote in his short essay "The standpoint from which we should consider antiquity," Hölderlin feared being crushed by the originary brilliance of his Greek models (as the Greeks themselves had been), and yet foresaw that modern European self-formation must endure the ordeal of its encounter with the Greek Other. The faculty of the imagination was instrumental to the mediated self-formation of this *Bildung* project, for imagination alone was capable of making Greece a living, vitalizing presence on the page. Our seminar will therefore trace the work of poetic imagination in Hölderlin's texts: the spatiality and mediality of the written and printed page, and their relation to the temporal rhythms of spoken discourse. All texts will be read in English translation, but a reading knowledge of German and/or Greek would be desirable.

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

Equivalent Course(s): CLAS 45613, GRMN 35614

CMLT 35902. Virgil, The Aeneid. 100 Units.

A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil's times to ours.

Instructor(s): G. Most Terms Offered: Winter 2013

Prerequisite(s): Latin helpful

Equivalent Course(s): CLAS 44512, ENGL 35902, SCTH 35902

CMLT 35903. Sophocles, Oedipus at Colonus. 100 Units.

A close literary and philological analysis of one of the most extraordinary of all Greek tragedies. While this play, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, some attention will also be directed to its reception.

Instructor(s): G. Most Terms Offered: Winter 2013

Prerequisite(s): Greek or consent of instructor

Equivalent Course(s): GREK 40112, SCTH 35901

CMLT 36610. Kinds of Narratives: the Novella. 100 Units.

The course will discuss the place of the novella among nineteenth-century prose narratives. We will read works by Balzac, Gogol, Stifter, Mérimée, Melville, Fontane, Chekhov, and Henry James.

Instructor(s): T. Pavel Terms Offered: Autumn

Note(s): Taught in English. For French majors and graduates there will be a weekly one-hour meeting to study the original French texts.

CMLT 36913. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the “a change from ignorance (*agnoia*) to knowledge (*gnosis*).” Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters’ *anagnorisis* isn’t restricted to the filiation, i.e., identity, of other characters the audience’s cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer’s *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle’s *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater’s obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist’s dramatic deconstructions of German bourgeois and classical theater test the Enlightenment’s claim to reason and reform of human cognition. Our last stop will be Brecht’s theater of “*Entfremdung*” that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): GRMN 26913,CLCV 25513,CLAS 35513,CMLT 26913,TAPS 28441,GRMN 36913

CMLT 39101. Pascal and Simone Weil. 100 Units.

Pascal in the seventeenth century and Simone Weil in the twentieth formulated a compelling vision of the human condition, torn between greatness and misery. They showed how human imperfection coexists with the noblest callings, how attention struggles with diversion and how individuals can be rescued from their usual reliance on public opinion and customary beliefs. Both thinkers point to the religious dimension of human experience and suggest unorthodox ways of approaching it.

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

Prerequisite(s): Third- or fourth-year standing.

Note(s): The course will be taught in English. For French undergraduates and graduates, we will hold a bi-weekly one-hour meeting to study the original French texts.

Equivalent Course(s): FREN 39100,CMLT 29101,FNDL 21806,FREN 29100

CMLT 43002. The Face on Film. 100 Units.

The seminar will discuss on the workings of the face—as imprint of identity, as figure of subjectivity, as privileged object of representation, as mode and ethic of address—through film theory and practice. How has cinema responded to the mythic and iconic charge of the face, to the portrait's exploration of model and likeness, identity and identification, the revelatory and masking play of expression, the symbolic and social registers informing the human countenance. At this intersection of archaic desires and contemporary anxieties, the face will serve as our medium by which to reconsider, in the cinematic arena, some of the oldest questions on the image. Among the filmmakers and writers who will inform our discussion are Balázs, Epstein, Kuleshov, Dreyer, Pasolini, Hitchcock, Warhol, Bresson, Bazin, Barthes, Doane, Aumont, Nancy, Didi-Huberman, and others.

Instructor(s): Noa Steimatsky Terms Offered: Spring

Equivalent Course(s): ARTH 43002, CMST 63002

CMLT 46114. German Classical-Romantic Aesthetics I. 100 Units.

This seminar will treat crucial texts in the so-called “classical” tradition of aesthetic theory in Germany. Authors treated will be Winckelmann, Herder, Goethe, Schiller. The seminar will center on the close reading of works by these authors, including essays on Greek sculpture by Winckelmann, Herder's essay on sculpture, selections from Kant's Critique of the Power of Judgment, Goethe's essays on the Laocoon statue, his introduction to the Propyläen, Schiller's Letters on Aesthetic Education, as well as selected works of secondary literature. Central topics: a) the concept of form; b) aesthetic experience and freedom; c) natural and artistic beauty; d) the paradigmatic status of Greek art; e) the autonomy of art. Texts will be available in English and German. Discussion in English.

Instructor(s): D. Wellbery Terms Offered: Winter

Equivalent Course(s): SCTH 44912, GRMN 46114

CMLT 46214. German Classical-Romantic Aesthetics II. 100 Units.

This seminar will treat crucial texts in the “romantic” tradition of aesthetic theory in Germany. Authors treated will be Friedrich and August Wilhelm Schlegel, Novalis, Schelling, and Hegel. The centerpiece of the seminar will be the study of Schelling's Philosophy of Art. We will also examine portions of Hegel's Lectures on Aesthetics. Important contributions to the scholarship on romanticism (broadly conceived) will also be considered. Central topics will be: a) the historicity of art; b) the systematic unity of the arts; c) irony. Texts will be available in English and German. Discussion in English.

Instructor(s): D. Wellbery Terms Offered: Spring

Equivalent Course(s): SCTH 44913, GRMN 46214

CMLT 50008. Michel Foucault: Self, Government, and Regimes of Truth. 100 Units.

A close reading of Michel Foucault's 1979-80 course at the Collège de France, *Du gouvernement des vivants*. Foucault's most extensive course on early Christianity, these lectures examine the relations between the government of the self and regimes of truth through a detailed analysis of Christian penitential practices, with special attention to the practices of *exomologēsis* and *exagoreusis*. We will read this course both taking into account Foucault's sustained interest in ancient thought and with a focus on the more general historical and theoretical conclusions that can be drawn from his analyses. (I)

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

Prerequisite(s): Limited enrollment; Students interested in taking for credit should attend first seminar before registering. Reading knowledge of French required. Consent Only.

Equivalent Course(s): DVPR 50008, PHIL 50008

CMLT 50200. Seminar: Catharsis and Other Aesthetic Responses. 100 Units.

Instructor(s): Loren Kruger Terms Offered: Winter

Note(s): Comp Lit Ph.D. core course

Equivalent Course(s): CMST 50200, ENGL 59304

CMLT 50201. Seminar: Contemporary Critical Theory. 100 Units.

Instructor(s): Francoise Meltzer Terms Offered: Autumn

Note(s): Comp Lit core course. 2nd part of sequence.

Equivalent Course(s): DVPR 50201

CMLT 51500. Race, Media and Visual Culture. 100 Units.

For course description contact CDIN Center for Disciplinary Innovation.

Equivalent Course(s): CDIN 51300, ARTH 49309, ARTV 55500, CMST 51300, ENGL 51300



COMPARATIVE RACE AND ETHNIC STUDIES

PROGRAM OF STUDY

The BA program in Comparative Race and Ethnic Studies offers an interdisciplinary curriculum through which students can examine the histories, languages, and cultures of the racial and ethnic groups in and of themselves, in relationship to each other, and, particularly, in structural contexts of power. Focusing on genocide, slavery, conquest, confinement, immigration, and the diaspora of peoples around the globe, Comparative Race and Ethnic Studies examines the material, artistic, and literary expressions of peoples who originated in Africa, Latin America, Asia, and Europe, who moved voluntarily or were forcefully bound over to the Americas and here evolved stigmatized identities, which were tied to the cultures and histories of their natal lands in complicated ways.

A student who obtains a BA in Comparative Race and Ethnic Studies will be well prepared for admission to graduate programs in the humanities and social sciences, to professional schools in law, medicine, public health, social work, business, or international affairs, and to careers in education, journalism, politics, creative writing, and the nonprofit sector. A degree in Comparative Race and Ethnic Studies offers training designed to impart fundamental skills in critical thinking, comparative analysis, social theory, research methods, and written expression.

Areas of specialization include: Africa Past and Present, African American Studies, Latino/a Studies, Asian American Studies, and Native American Studies. This major/minor is also available to students interested in the study of Africa in a comparative framework.

PROGRAM REQUIREMENTS

Students are encouraged to meet the general education requirement in the humanities and/or social sciences before declaring their major. Students must meet with the student affairs administrator to discuss a plan of study as soon as they declare their major (no later than the end of Spring Quarter of their third year). Students are also required to consult with the student affairs administrator to chart their progression through their course of study.

A. Civilization Requirement

The major requires eleven to twelve courses, depending on whether the student counts two or three civilization studies courses chosen from those listed below. The CRES civilization requirement can only be fulfilled by taking courses from those listed below. Courses can be taken in any order, but they must be in the same sequence. For example, a student can take Colonizations III and then Colonizations I, but they cannot fulfill the civilization requirement by taking Colonizations III and Introduction to Latin American Civilization I. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

CRES 24001-24002-24003	Colonizations I and Colonizations II and Colonizations III	300
LACS 16100-16200-16300	Introduction to Latin American Civilization I and Introduction to Latin American Civilization II and Introduction to Latin American Civilization III	300
SOSC 24302-24402-24502	Latin American Civilization in Oaxaca I and Latin American Civilization in Oaxaca II and Latin American Civilization in Oaxaca III	300
SOSC 22551-22552-22553	African Civilizations: Colonialism, Migration, Diaspora I and African Civilizations: Colonialism, Migration, Diaspora II and African Civilizations: Colonialism, Migration, Diaspora III	300
ANTH 20701 & ANTH 20702 & CRES 24003	Introduction to African Civilization I and Introduction to African Civilization II and Colonizations III	300

B. Research Project or Essay Requirement

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Comparative Race and Ethnic Studies adviser, who is a member of the program's core faculty. Students must choose an essay adviser and submit a formal BA proposal to the student affairs administrator by the end of their third year of study. BA essays are due on May 1 of their fourth year or by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the required consent of both program chairs. Students should also consult with the chairs by the earliest BA proposal deadline or, if one program fails to publish a deadline, by the end of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

C. BA Colloquium Requirement

Students are required to enroll in CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies in the Spring Quarter of their third year. They attend the seminar during Spring Quarter of their third year and continue through the Autumn, Winter, and Spring Quarters of their fourth year. They submit a completed thesis during Spring Quarter of their fourth year. (Students who plan to graduate before the Spring Quarter of their fourth year will need to register for the BA Colloquium earlier and should meet with the student affairs administrator to plan an appropriate program). This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify

a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project.

D. Requirements for the Major and the Minor

THE MAJOR

Students have two ways to fulfill the elective requirements for the major:

Option 1 allows students to focus four courses on one specific area of specialization—Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, or Native American Studies—and a second four-course cluster drawn from a different area or four comparative courses. For example, one may choose to take four courses focused on African American Studies and choose a second four courses focused exclusively on Asian American Studies or four courses in the Comparative/General Studies category.

Option 2 is designed for students who wish to explore comparative race and ethnic studies primarily through a disciplinary (e.g., anthropology, English, history) or interdisciplinary program focus (e.g., gender studies, Latin American studies), or who wish to graduate with a double major in Comparative Race and Ethnic Studies. Accordingly, one four-course cluster of electives must be focused on one area (Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, Native American Studies). A second cluster of four courses should fall within a specific discipline or interdisciplinary area.

The requirements for Options 1 and 2 are virtually identical: one or two civilization studies courses, eight electives, a BA colloquium, and a BA essay. The BA program in CRES consists of eleven to twelve courses, of which at least seven courses must be chosen from those listed or cross-listed as CRES courses. One upper-level language course may be used to meet the major requirements. The course requires approval by the student affairs administrator.

SUMMARY OF REQUIREMENTS: MAJOR IN COMPARATIVE RACE AND ETHNIC STUDIES

1-2 course(s) of a single civilization sequence *	100-200
4 courses in one specific area of specialization **	400
4 courses in a second area of specialization or 4 comparative courses ***	400
CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies	100
CRES 29900 Preparation for the BA Essay	100
Total Units	1100-1200

* If the first two quarters of a civilization studies sequence are taken to fulfill the general education requirement, the third quarter will count towards the major; if a non-CRES civilization sequence is used to fulfill the general education requirement, then two quarters must be included in the major. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

** Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies.

*** Students completing a second major may choose four courses within a single discipline or interdisciplinary field (e.g., history, gender and sexuality studies, sociology, political science) that focus on race and ethnic issues.

Sample CRES Major Specializing in Asian American Studies

CRES 24003	Colonizations III *	100
CRES 21264	Intensive Study of a Culture: Political Struggles of Highland Asia	100
CRES 24210	Oral History and the Politics of Memory in Socialist China	100
CRES 20104	Urban Structure and Process	100
CRES 21807	Nationalism and Ethnicity: A Comparative Perspective	100
CRES 10101	Problems in the Study of Gender	100
CRES 29800	BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies	100
CRES 29900	Preparation for the BA Essay	100
Total Units		800

* Only one civilization course was required, because this student took Colonizations I and II to meet the general education requirement.

THE MINOR

The minor in Comparative Race and Ethnic Studies consists of five to seven courses, depending upon whether the two civilization studies courses are taken for general education. Credit toward the minor for courses taken at any other institution must be discussed with the director of undergraduate studies in advance of registration. Language courses may not be used to fulfill the CRES minor requirements. Students must receive the student affairs administrator’s approval of the minor program on a form obtained from their College adviser. This form must then be returned to their College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Courses taken to complete a minor are counted toward electives.

SUMMARY OF REQUIREMENTS: MINOR IN COMPARATIVE RACE AND ETHNIC STUDIES

up to 2 courses of a single civilization sequence *	000-200
4 courses in one specific area of specialization (Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies)	400

1 comparative course	100
Total Units	500-700

* **Depending on whether the civilization studies courses are taken to meet the general education requirement.**

Sample CRES Minor Specializing in African American Studies

CRES 16101	Introduction to Latin American Civilization I	100
CRES 16102	Introduction to Latin American Civilization II	100
CRES 21201	Intensive Study of a Culture: Chicago Blues	100
CRES 21806	Race at Work: African Americans in the Labor Movement 1865-1989	100
Total Units		400

GRADING

All courses must be taken for a quality grade unless a course only offers a P/F grading option.

HONORS

The BA with honors is awarded to all students who meet the following requirements: a GPA of at least 3.25 overall and 3.5 in the major, and a grade of A- or above on the BA essay.

ADVISING

Each student must choose an adviser who is a member of the Comparative Race and Ethnic Studies core faculty listed below by the time the BA essay proposal is turned in at the end of the third year. Students are expected to have consulted with the student affairs administrator to identify a faculty adviser and to design their program of study by the beginning of their third year (after the declaration of the major). Students may continue to seek advice from both the student affairs administrator and their faculty adviser while completing their programs of study.

DEGREE LISTING

Students who major or minor in Comparative Race and Ethnic Studies will have their area of specialization listed on their transcript. Thus a student with an African American Studies focus will have the degree listed as "Comparative Race and Ethnic Studies, with African American Studies." The same will apply for those students who focus on Africa Past and Present, Asian American Studies, Latina/o Studies, and Native American Studies.

COURSES: AFRICA PAST AND PRESENT

CRES 20701-20702. Introduction to African Civilization I-II.

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a two-quarter sequence.

CRES 20701. Introduction to African Civilization I. 100 Units.

Part One considers literary, oral, and archeological sources to investigate African societies and states from the early iron age through the emergence of the Atlantic World: case studies include the empires of Ghana and Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): HIST 10101,AFAM 20701,ANTH 20701

CRES 20702. Introduction to African Civilization II. 100 Units.

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 10102,AFAM 20702,ANTH 20702,CHDV 21401

CRES 20702. Introduction to African Civilization II. 100 Units.

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 10102,AFAM 20702,ANTH 20702,CHDV 21401

CRES 22205. Slavery and Unfree Labor. 100 Units.

This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.

Instructor(s): S. Palmié Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 22205,ANTH 31700,LACS 22205,LACS 31700

COURSES: AFRICAN AMERICAN STUDIES

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

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

Equivalent Course(s): SOCI 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100

CRES 21201. Intensive Study of a Culture: Chicago Blues. 100 Units.

This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.

Instructor(s): M. Dietler Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 21201

CRES 21806. Race at Work: African Americans in the Labor Movement 1865-1989. 100 Units.

This course explores African American labor, reaching from slave emancipation through the Reagan era. Engaging historical and filmic texts, this course examines various themes in African American labor history and class formation. Beginning with an interrogation of African American labor history as a field of historical study, this course moves along chronological and thematic axes to investigate changes in wage and labor structure, agricultural and industrial production, domestic work, and service work. It will consider African American migration, community building and organizing, labor unions, policy, and legal culture. The Civil Rights Movement and the Fair Employment Movement will be critical to this course as they best highlight the strategies and patterns of black labor organizations, protests, and negotiation since emancipation.

Instructor(s): Traci Parker Terms Offered: Spring

CRES 21808. The Strange Career of the New Jim Crow. 100 Units.

Drawing on the legacy of C. Vann Woodward's landmark study, *The Strange Career of Jim Crow*, this discussion-based class will historicize the political, economic, and social circumstances that have given rise to "the New Jim Crow." We will do so through the writings of historians, sociologists, philosophers, prisoners, and legal scholars from the Reconstruction era to the present moment.

Instructor(s): Toussaint Losier Terms Offered: Spring

CRES 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

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

Equivalent Course(s): PBPL 25405

CRES 27301. Introduction to Black Chicago, 1895-2005. 100 Units.

This course surveys the history of African Americans in Chicago, from before the 20th century to the near-present. In referring to the history, we treat a variety of themes, including; migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago’s history, as well as an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.

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

Equivalent Course(s): AFAM 27305, HIST 27301

COURSES: ASIAN AMERICAN STUDIES

CRES 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

CRES 10800. Introduction to the Civilizations of East Asia I. 100 Units.

Instructor(s): G. Alitto Terms Offered: Autumn

Equivalent Course(s): HIST 15100, EALC 10800, SOSC 23500

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200, EALC 10900, SOSC 23600

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300, EALC 11000, SOSC 23700

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200, EALC 10900, SOSC 23600

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300,EALC 11000,SOSC 23700

CRES 21264. Intensive Study of a Culture: Political Struggles of Highland Asia. 100 Units.

As Edmund Leach noted in a later edition of *The Political Systems of Highland Burma*, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.

Instructor(s): J. Kelly Terms Offered: Spring (possibly)

Equivalent Course(s): ANTH 21264

CRES 24255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.

The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, socialism was as much about material changes as about politics: about the two-story brick houses, electric lights and telephones (*loushang louxia*, *diandeng dianhua*) that the revolution had promised; about new work regimes and new consumption patterns—or, to the contrary, about the absence of such change. If we want to understand what socialism meant for different groups of people, we have to look at the "new objects" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people's life experiences out of material objects?

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

Equivalent Course(s): EALC 24255,EALC 34255,HIST 24507,HIST 34507

CRES 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.

This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early 17th century through c.1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority, the formation of "city person" as a form of identity, and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include the writing of a final research paper of approximately 15-18 pages.

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

Equivalent Course(s): EALC 24706, HIST 24706

COURSES: LATINA/O STUDIES

CRES 16101-16102-16103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year.

This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

CRES 16101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): LACS 16100, ANTH 23101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100

CRES 16102. Introduction to Latin American Civilization II. 100 Units.

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

Terms Offered: Winter

Equivalent Course(s): LACS 16200, ANTH 23102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200

CRES 16103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300, ANTH 23103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

CRES 16102. Introduction to Latin American Civilization II. 100 Units.

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

Terms Offered: Winter

Equivalent Course(s): LACS 16200, ANTH 23102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200

CRES 16103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300, ANTH 23103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

CRES 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.

The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.

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

CRES 21903. Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Winter

Prerequisite(s): SPAN 20300 or consent of instructor

Equivalent Course(s): SPAN 21903, LACS 21903

CRES 24901. Trade, Development, and Poverty in Mexico. 100 Units.

Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?

Instructor(s): C. Broughton Terms Offered: Winter

Note(s): This course is offered in alternate years.

Equivalent Course(s): PBPL 24901, LACS 24901

CRES 27101. Introduction to Brazilian Culture: Essay, Fiction, Cinema, and Music. 100 Units.

During the twentieth century, literature, social thought, music and cinema were completely intertwined in Brazil. This class is an introduction to Brazilian culture through these four types of cultural production and their interaction. We will read authors such as Euclides da Cunha, Gilberto Freyre, Mario de Andrade, Clarice Lispector, and listen to samba, bossa nova, and tropicalismo.

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

CRES 31900. ¿Cuerpos Desechables? Estéticas de la No-Vida en las Literaturas Hispanoamericanas (de la Conquista al siglo XXI) 100 Units.

In this seminar we will conduct a theoretical exploration of the aesthetic procedures through which human life has been represented as expendable in Spanish-American literature from the Conquest to the twenty-first century, as well as an examination of the historical and philosophical contexts within which such figurations emerged. The course will focus on case studies that correspond to four key moments in the history of the region: conquest and colonization, slavery and the formation of national states in the nineteenth century, the triumph of a capitalist export economy at the turn of the twentieth, and the violent challenges posed by globalization and narcotráfico in the contemporary context. Among the issues and texts we may engage are Fray Bartolomé de las Casas and Francisco de Vitoria's sixteenth-century dispute on the right of conquest and the *Brevisima relación de la destrucción de las Indias*, Esteban Echevarría's *El matadero*, Lucio Mansilla's *Una excursión a los indios ranqueles*, Juan F. Manzano's *Autobiografía de un esclavo*, Manuel Zeno Gandía's *La charca*, and Fernando Vallejo's *La virgen de los sicarios*.

Instructor(s): A. Lugo-Ortiz Terms Offered: Spring

Equivalent Course(s): LACS 31900, HMRT 31901, SPAN 31900

COURSES: NATIVE AMERICAN STUDIES

CRES 31800. Religious Movements in Native North America. 100 Units.

Religious beliefs and practices are assumed to be primordial, eternal, and invariable. However a closer examination reveals that Native American religions are highly dynamic and adaptive, ever reactive to internal pressure and external circumstances. Perhaps the most dramatic forms of religious change are the transformations that anthropologists recognize as nativistic or revitalization movements. These movements on one level represent conscious breaks with an immediate negative past, and they anticipate a positive future in which present sources of oppression are overcome. Many contemporary Native American movements, political and/or religious, can be understood as sharing similar dynamics to past movements. We examine classic accounts of the Ghost Dance, often considered to be the prototypical Native American religious movement; the analysis of the Handsome Lake religion among the Senecas; and other Native American religious movements.

Instructor(s): R. Fogelson

Prerequisite(s): Advanced standing and consent of instructor

CRES 34501. Anthropology of Museums I. 100 Units.

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

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 24511, ANTH 34502, CHDV 38101, MAPS 34500, SOSC 34500

CRES 34502. Anthropology of Museums II. 100 Units.

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

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): ANTH 24512, SOSC 34600

COURSES: COMPARATIVE/GENERAL STUDIES

CRES 10101. Problems in the Study of Gender. 100 Units.

This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.

Instructor(s): N. Atkinson, Autumn; J. Cole, Spring Terms Offered: Autumn 2013, Spring 2014

Note(s): May be taken in sequence or individually.

Equivalent Course(s): GNSE 10100, ENGL 10200, HIST 29306, SOSC 28200

CRES 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn, Winter, Spring

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): MUSI 10200

CRES 20001. Jewish History and Society I: Ancient Jerusalem. 100 Units.

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

Equivalent Course(s): JWSC 20001, HIST 22113, NEHC 20401, NEHC 30401, RLST 20604, BIBL 31400

CRES 20002. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmi” and “People of the Book” and investigate how their meaning changed in various historical contexts.

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

Equivalent Course(s): JWSC 20002, HIST 22406, NEHC 20402, NEHC 30402

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

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

Equivalent Course(s): SOCI 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100

CRES 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

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

Equivalent Course(s): SOCI 20140

CRES 20207. Race, Ethnicity, and Human Development. 100 Units.

Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the "standard" against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture. (C, B)

Instructor(s): M. Spencer Terms Offered: Autumn 2013

Prerequisite(s): Students should have one course in either Human Development or Psychology.

Equivalent Course(s): CHDV 20207

CRES 21807. Nationalism and Ethnicity: A Comparative Perspective. 100 Units.

This course introduces major cross-disciplinary theories on nationalism and ethnic formation. It also leads students to develop a comparative interest in studying ethnic problems in a contextualized and historicized manner.

Instructor(s): Liping Wang Terms Offered: Spring

CRES 21903. Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Winter

Prerequisite(s): SPAN 20300 or consent of instructor

Equivalent Course(s): SPAN 21903, LACS 21903

CRES 22205. Slavery and Unfree Labor. 100 Units.

This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.

Instructor(s): S. Palmié Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 22205, ANTH 31700, LACS 22205, LACS 31700

CRES 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.

CRES 24001. Colonizations I. 100 Units.

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.

Terms Offered: Autumn

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

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

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

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

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

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

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

CRES 26201. New Media and Politics. 100 Units.

Throughout history “new media,” for better or worse, have on occasion transformed politics. The use of radio to share Roosevelt’s fireside chats and of television to broadcast the Civil Rights Movement are recognized as landmark moments when “new media,” intersecting with political life, changed the course of political engagement. Today’s “new media” (the Internet, digital media production, and computer games) may also radically change how we think about and engage in politics. This course will explore the historical and potential impact of new media on politics. (B)

Instructor(s): C. Cohen Terms Offered: Winter

Equivalent Course(s): AFAM 26201,PLSC 26201

CRES 26801. Race Policy. 100 Units.

Relations among groups seeing themselves as fundamentally different generates private and public policies to channel association. Public policies intended to maintain and strengthen traditional racial relationships have included forced relocation, apartheid, extermination, walls, institutionalization, incarceration, segregation, ethnic cleansing, and legislated discrimination. Public policies intended to upset such traditions have included forced busing, affirmative action, the reservation of opportunities and political positions for specific castes/ religions/ethnicities, and the legislated illegality of discrimination in housing and employment. Most recently in the United States, through distraction, hopelessness, indifference, neglect, the absence of good ideas, and/or the inability of advocates to compete effectively in the policy landscape, public policy has little to say about race. Even an African American president has declined to offer policy initiatives in this area. This course will examine public policy attempts to address issues of race, explore why so many seem to contain the seeds of their own failure, and formulate potential race policies that could jump start the contemporary policy conversation in this area. The course will include a research component exploring the current status of race policy in Chicago and Hyde Park.

Instructor(s): W. Carter Terms Offered: Spring

Equivalent Course(s): PBPL 26801

CRES 27317. America's White Ethnics: Contemporary Italian- and Jewish-American Ethnic Identities. 100 Units.

Using American Italians and Jews as case studies, this course investigates what it means to be a white "ethnic" in the contemporary American context and examines what constitutes an ethnic identity. In the mid-20th century, the long-standing ideal of an American melting-pot began to recede. The rise of racial pride, ushered in by the Civil Rights era, made way for the emergence of ethnic identity/pride movements, and multiculturalisms, more broadly, became privileged. To some extent, in the latter half of the 20th century America became a post-assimilationist society and culture, where many still strived to "fit-in," but it was no longer necessarily the ideal to "blend-in" or lose one's ethnic trappings. In this context, it has become not only possible, but often desirable, to be at the same time American, white, and an ethnic. Through the investigation of the Jewish and Italian examples, this discussion-style course will look at how ethnicity is manifested in, for example, class, religion, gender, nostalgia, and place, as well as how each of these categories is in turn constitutive of ethnic identity. The course will illustrate that there is no fixed endpoint of assimilation or acculturation, after which a given individual is fully "American," but that ethnic identity, and its various constituent elements, persists and perpetually evolves, impacting individual identities and experience, and both local/group specific and larger cultural narratives even many generations after immigration.

Instructor(s): L. Shapiro Terms Offered: Autumn
Equivalent Course(s): JWSC 24500, CHDV 27317

CRES 27600. Comparative Race Studies in Context: Service Learning/Internship Credit. 100 Units.

Open to Comparative Race and Ethnic Studies students accepted into an internship program or placement at a nonprofit organization, government agency, or other community-based context. Enrollment is limited to fifteen students. Students must make arrangements with the director of undergraduate studies before beginning the internship and submit a College Reading and Research Course Form. For summer internships, students must submit this paperwork by the end of Spring Quarter and register for the course the following Autumn Quarter. For internships during the academic year, students should meet with the director of undergraduate studies as soon as possible before the beginning of the internship and before the beginning of the quarter when credit is to be earned. This course provides students with the opportunity to reflect on their experiences working within a community context, especially in relation to structures of racial inequality in American society or in a broader global context.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of director of undergraduate studies required.

CRES 27605. U.S. Legal History. 100 Units.

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

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

Equivalent Course(s): AMER 27605,GNSE 27605,HMRT 27061,LLSO 28010,HIST 27605

CRES 29302. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

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

Equivalent Course(s): HMRT 20200,HMRT 30200,HIST 29302,HIST 39302,INRE 31700,JWSC 26602,LAWS 41301,LLSO 27100

CRES 29800. BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies. 100 Units.

This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project. Students read each other’s work and work through ideas that can serve as the proposal for a BA project.

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

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to register for CRES 29800 in Spring Quarter of their third year.

CRES 29900. Preparation for the BA Essay. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): CRES 29800; consent of the faculty supervisor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

CRES 40110. Color, Ethnicity, Cultural Context, and Human Vulnerability. 100 Units.

The specific level of vulnerability may vary across the life course; nevertheless, all humans are vulnerable and, thus, unavoidably possess both risks and protective factors. The level and character of human vulnerability matters and has implications for physical health, psychological well being, the character of culture, and mental health status. The balance between the two (i.e., risks and protective factors) can be influenced by ethnic group membership and identifiability (e.g., skin color). The cultural contexts where growth and development take place play a significant role in life course human development. As a globally admired cultural context with a particular national identity, one of America's foundational tenets is that citizenship promises the privilege of freedom, allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently makes it difficult to acknowledge that the depth of experience and its determinative nature may be but skin deep. In America, there continues to be an uneasiness and palpable personal discomfort whenever discussions concerning ethnic diversity, race, color and the Constitutional promise and actual practice of equal opportunity occur. Other nations are populated with vulnerable humans, as well, and experience parallel dissonance concerning the social tolerance of human diversity.

,Given the shared status of human vulnerability, the course unpacks and analyzes how differences in ethnicity, skin color and other indicators of group membership impact vulnerability and opportunity for diverse groups. Specifically, the course analyzes the balance between risk level and protective factor presence and examines the consequent physical health status, psychological well-being, and mental health outcomes for its dissimilar citizens. The course especially emphasizes the American cultural context but, in addition, highlights the unique experiences of ethnically varied individuals developing in multiple cultural contexts around the globe. (D, 4)
 Instructor(s): M. Spencer Terms Offered: Autumn 2013

Prerequisite(s): Undergraduates require permission from instructor.

Equivalent Course(s): CHDV 40110

These courses are for reference only. Please see the *Time Schedules* for specific offerings. See the Center for the Study of Race, Politics, and Culture webpage for further information.



COMPUTER SCIENCE

PROGRAM OF STUDY

The computer science program prepares students for either graduate work or employment in computer science by offering both the BA and BS degrees. Students receiving the BA will have sufficient breadth and depth for either graduate study or immediate employment in computer science. Recipients of the BS will also have substantial depth and breadth in a field outside of computer science through the completion of an approved related area.

Students in other fields of study may complete a minor in computer science. Information follows the description of the major.

PROGRAM REQUIREMENTS

Both the BA and BS in computer science require fulfillment of the mathematical sciences requirement in general education by completing an approved two-quarter calculus sequence. The physical sciences requirement in general education must be satisfied by completing an approved two-quarter sequence in either chemistry or physics. Both BA and BS students take at least fourteen computer science courses chosen from an approved program. BS students also take three courses in an approved related field outside computer science.

Students pursuing a bachelor's degree in computer science should note that by judicious choice of courses from another field a supplementary field can be developed that is often in itself a solid basis for graduate or professional work in that field. Some examples are biology, biophysics, chemistry, geophysical sciences, history, linguistics, mathematics, philosophy, political science, psychology, physics, sociology, statistics, and economics.

Advanced Placement

Students who are majoring in computer science may not use AP credit for computer science to meet requirements in the major. Students with AP scores of 4 or 5 on Computer Science A from May 2010 forward or Computer Science AB prior to that receive two quarters of elective credit. NOTE: Students must forgo AP elective credit if they register for one of the following:

CMSC 10500	Fundamentals of Computer Programming I	100
CMSC 10600	Fundamentals of Computer Programming II	100
CMSC 15100	Introduction to Computer Science I	100
CMSC 15200	Introduction to Computer Science II	100

Students who enroll in CMSC 12100 Computer Science with Applications I, CMSC 12200 Computer Science with Applications II, CMSC 16100 Honors Introduction to Computer Science I, and CMSC 16200 Honors Introduction to Computer Science II may retain AP elective credit.

Computer science majors may use AP credit for chemistry or physics to meet their physical sciences requirement in general education or physical science components of the major. However, no credit designated simply as "physical science" (from

either AP or the College's physical sciences examinations) may be used to meet general education or requirements in the computer science majors.

Approved Programs

The notion of "approval" in the program requirements allows timely response to change in the course offerings of the various departments. The computer science department counselor is responsible for approval of specific courses and sequences. Students should consult the department counselor for details on specific courses they are considering taking to meet the requirements.

Approved Computer Science Program

For the authoritative version of the Department of Computer Science requirements and course descriptions, visit cs.uchicago.edu.

There is a single approved program comprising required courses in four topical areas, plus three elective computer science courses. This is a general program in computer science and is used for either the BA or the BS degree. Upper-level or graduate courses in similar topics may be substituted for those on the list that follows, with the approval of the department counselor. *Students considering a computer science major are strongly advised to register for an introductory sequence in their first year.*

1. Introductory Sequence (four courses required):

CMSC 15100	Introduction to Computer Science I	100
or CMSC 16100	Honors Introduction to Computer Science I	
CMSC 15200	Introduction to Computer Science II	100
or CMSC 16200	Honors Introduction to Computer Science II	
CMSC 15300	Foundations of Software *	100
CMSC 15400	Introduction to Computer Systems	100

* Students who have credit for MATH 16300 or higher should see the department counselor for prior approval to substitute CMSC 28000, or another approved course.

Students may only receive credit for one introductory programming sequence: CMSC 10500-10600 Fundamentals of Computer Programming I-II, CMSC 12100-12200 Computer Science with Applications I-II, CMSC 15100-15200 Introduction to Computer Science I-II, or CMSC 16100-16200 Honors Introduction to Computer Science I-II. Exceptions must be approved by the department counselor *prior to taking the second sequence.*

2. Programming Languages and Systems Sequence (two courses required):

Two of the following:

CMSC 22100	Programming Languages
CMSC 22200	Computer Architecture
CMSC 22610	Implementation of Computer Languages I
CMSC 23000	Operating Systems
CMSC 23300	Networks and Distributed Systems

CMSC 23400	Mobile Computing
CMSC 23500	Introduction to Database Systems
CMSC 23700	Introduction to Computer Graphics
CMSC 23710	Scientific Visualization

3. Algorithms and Theory Sequence (three courses required):

Three of the following:

CMSC 27100	Discrete Mathematics
CMSC 27200	Theory of Algorithms
CMSC 28000 or CMSC 28100	Introduction to Formal Languages Introduction to Complexity Theory

4. Other Sequences (one two-course sequence required):

Artificial Intelligence Sequence (two courses required):

Two of the following:

CMSC 25020	Computational Linguistics
CMSC 25025	Machine Learning and Large-Scale Data Analysis
CMSC 25050	Computer Vision
CMSC 25400	Machine Learning
CMSC 27600	Computational Biology

Advanced Systems Sequence (two courses required):

Two of the following: *

CMSC 22010	Digital Fabrication
CMSC 22100	Programming Languages
CMSC 22200	Computer Architecture
CMSC 22300	Functional Programming
CMSC 22610	Implementation of Computer Languages I
CMSC 22620	Implementation of Computer Languages II
CMSC 23000	Operating Systems
CMSC 23010	Parallel Computing
CMSC 23300	Networks and Distributed Systems
CMSC 23310	Advanced Distributed Systems
CMSC 23400	Mobile Computing
CMSC 23500	Introduction to Database Systems
CMSC 23700	Introduction to Computer Graphics
CMSC 23710	Scientific Visualization
CMSC 23800	Game Construction

Scientific Computing Sequence (two courses required):

Two of the following:

CMSC 23710	Scientific Visualization
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CMSC 27610	Digital Biology
CMSC 28510	Introduction to Scientific Computing

5. Electives (three courses required):

Three additional elective Computer Science courses numbered 20000 or above. A BS student with a double major in a related area may petition to have some of the electives be courses in the other major.

- * depending upon what courses the student has taken in the Programming Languages and Systems Sequence (courses may not be used to meet both requirements)

SUMMARY OF REQUIREMENTS

General Education

One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher or equivalent) *	
PHYS 12100-12200	General Physics I and General Physics II (or higher) *	
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or higher) *	200
Total Units		400

- * Credit may be granted by examination.

Major

Introductory Sequence:		400
CMSC 15100 or CMSC 16100	Introduction to Computer Science I Honors Introduction to Computer Science I	
CMSC 15200 or CMSC 16200	Introduction to Computer Science II Honors Introduction to Computer Science II	
CMSC 15300	Foundations of Software *	
CMSC 15400	Introduction to Computer Systems	
Programming Languages and Systems Sequence (two of the following):		200
CMSC 22100	Programming Languages	
CMSC 22200	Computer Architecture	
CMSC 22610	Implementation of Computer Languages I	
CMSC 23000	Operating Systems	
CMSC 23300	Networks and Distributed Systems	
CMSC 23400	Mobile Computing	
CMSC 23500	Introduction to Database Systems	
CMSC 23700	Introduction to Computer Graphics	
CMSC 23710	Scientific Visualization	

Algorithms and Theory Sequence:	300
CMSC 27100 Discrete Mathematics	
CMSC 27200 Theory of Algorithms	
CMSC 28000 Introduction to Formal Languages or CMSC 28100 Introduction to Complexity Theory	
Two courses from an approved sequence	200
Three electives numbered CMSC 20000 or above	300
Plus the following requirements:	0-300
BA (no other courses required)	
BS (3 courses in an approved program in a related field)	
<hr/> Total Units	<hr/> 1400-1700

- * Students who have credit for MATH 16300 or higher should see the department counselor for prior approval to substitute CMSC 28000, or another approved course.

GRADING

Computer science majors must take courses in the major for quality grades. A grade of C- or higher must be received in each course in the major. Any 20000-level computer science course taken as an elective beyond requirements for the major may, with consent of instructor, be taken for *P/F* grading.

Nonmajors may take courses for either quality grades or, subject to College regulations and with consent of instructor, for *P/F* grading. A Pass grade is given only for work of C- quality or higher. Courses taken to meet general education requirements must be taken for quality grades.

Incompletes are typically given in the Department of Computer Science only to students who have done at least 60 percent of the course's work of a passing quality and who are unable to complete all course work by the end of the quarter. Other restrictions on Incompletes are the province of individual instructors, many of whom do not permit Incompletes. To receive an Incomplete, students must make arrangements in advance with the instructor; a consent form to be signed by the instructor is available from the College adviser.

HONORS

Students may earn a BA or BS degree with honors by attaining a grade of B or higher in all courses in the major and a grade of B or higher in three approved graduate computer science courses (30000-level and above). These courses may be courses taken for the major or as electives.

Students may also earn a BA or BS degree with honors by attaining the same minimum B grade in all courses in the major and by writing a successful bachelor's thesis as part of CMSC 29900 Bachelor's Thesis. This thesis must be based on an approved research project that is directed by a faculty member and approved by the department counselor.

RECOMMENDED SEQUENCES IN COMPUTER SCIENCE

Introductory Sequences

The kinds of computer science courses appropriate for undergraduates will vary according to each student's interests.

- Students interested in a general programming background are encouraged to take: CMSC 15100-15200 Introduction to Computer Science I-II
- Students in the humanities (or others with a humanistic background) and social sciences may consider: CMSC 11000-11100 Multimedia Programming as an Interdisciplinary Art I-II
- Students with a strong mathematics background should consider: CMSC 16100-16200 Honors Introduction to Computer Science I-II
- Students interested in a two-quarter introduction to the discipline should consider: CMSC 10500-10600 Fundamentals of Computer Programming I-II or CMSC 12100-12200 Computer Science with Applications I-II. CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I is recommended for students interested in further programming study.
- Students who are interested in web page design and implementation should take: CMSC 10100-10200 Introduction to Programming for the World Wide Web I-II.
- Students may only receive credit for one introductory programming sequence: CMSC 10500-10600 Fundamentals of Computer Programming I-II, CMSC 12100-12200 Computer Science with Applications I-II, CMSC 15100-15200 Introduction to Computer Science I-II, or CMSC 16100-16200 Honors Introduction to Computer Science I-II. Exceptions must be approved by the department counselor *prior to taking the second sequence.*
- Students who have credit for any of the following courses (or equivalent) may not take CMSC 10200 Introduction to Programming for the World Wide Web II for credit: CMSC 10600 Fundamentals of Computer Programming II, CMSC 12100 Computer Science with Applications I, CMSC 15200 Introduction to Computer Science II, or CMSC 16200 Honors Introduction to Computer Science II.

Courses in Specific Areas of Computer Science

- Students interested in artificial intelligence (AI) should take any of the elective AI courses numbered 25000-25400.

- Students interested in advanced programming and systems should take:

CMSC 22100	Programming Languages	100
CMSC 22200	Computer Architecture	100

Time permitting, they should also take advanced programming topics including but not limited to the following:

CMSC 22610 & CMSC 22620	Implementation of Computer Languages I and Implementation of Computer Languages II	200
CMSC 23000	Operating Systems	100
CMSC 23010	Parallel Computing	100
CMSC 23300	Networks and Distributed Systems	100

CMSC 23400	Mobile Computing	100
CMSC 23500	Introduction to Database Systems	100
CMSC 23700	Introduction to Computer Graphics	100
CMSC 23710	Scientific Visualization	100
CMSC 23800	Game Construction	100

and such courses in advanced programming topics as may be offered

- Students interested in theoretical computer science should take:

CMSC 27100	Discrete Mathematics	100
CMSC 27200	Theory of Algorithms	100
CMSC 28000	Introduction to Formal Languages	100
CMSC 28100	Introduction to Complexity Theory	100

Once students have completed CMSC 27100 Discrete Mathematics, CMSC 27200 Theory of Algorithms, CMSC 28000 Introduction to Formal Languages, and/or CMSC 28100 Introduction to Complexity Theory, they will be qualified for most of the advanced topics courses offered at the 30000-level and above.

- Students interested in numerical and scientific computing should take CMSC 28510 Introduction to Scientific Computing.

The department also offers a number of special-interest courses that are detailed in the course descriptions. For information on new courses that are added on a regular basis, consult the department counselor and visit cs.uchicago.edu.

Preparation for Graduate Study in Computer Science

Students interested in continuing their studies beyond the undergraduate level should major in computer science and take as many computer science courses as possible. Important courses are:

CMSC 15100	Introduction to Computer Science I	100
CMSC 15200	Introduction to Computer Science II	100
CMSC 15300	Foundations of Software	100
CMSC 15400	Introduction to Computer Systems	100
CMSC 22100	Programming Languages	100
CMSC 22200	Computer Architecture	100
CMSC 22610	Implementation of Computer Languages I	100
CMSC 23000	Operating Systems	100
CMSC 23300	Networks and Distributed Systems	100
CMSC 23500	Introduction to Database Systems	100
CMSC 23700	Introduction to Computer Graphics	100
CMSC 25400	Machine Learning	100
CMSC 27100	Discrete Mathematics	100
CMSC 27200	Theory of Algorithms	100
CMSC 28000	Introduction to Formal Languages	100
CMSC 28100	Introduction to Complexity Theory	100

For more information about options for graduate study, consult the department counselor and the director of graduate studies.

MINOR PROGRAM IN COMPUTER SCIENCE

The minor in computer science requires seven courses. The introductory sequence of computer science courses is followed by three approved upper-level courses chosen to complement a student's major or personal interest. Courses in the minor must be taken for quality grades, with a grade of C- or higher in each course. Students may not use AP credit for computer science to meet requirements for the minor.

No courses in the minor can be double counted with the student's major(s) or with other minors; nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. By the end of Spring Quarter of their third year, students must submit approval of their minor program from the department counselor on a form obtained from their College adviser.

Other programs may be approved in consultation with the department counselor.

Introductory Courses

Students must choose four courses from the following (at least one course from both Area A and Area B):

Area A:

CMSC 12100	Computer Science with Applications I
CMSC 15100	Introduction to Computer Science I
CMSC 16100	Honors Introduction to Computer Science I

Area B:

CMSC 12200	Computer Science with Applications II
CMSC 15200	Introduction to Computer Science II
CMSC 16200	Honors Introduction to Computer Science II
CMSC 15300	Foundations of Software *
CMSC 15400	Introduction to Computer Systems

* Students who have credit for MATH 16300 or higher should see the department counselor for prior approval to substitute CMSC 28000, or another approved course.

Upper-Level Courses

Three 20000-level or above computer science courses must be approved by the department counselor or selected from a pre-approved three-course group below. A 20000-level course must replace each 10000-level course in the list above that was used to meet general education requirements.

Programming Languages and Systems (choose any three):

CMSC 22010	Digital Fabrication	100
CMSC 22100	Programming Languages	100

CMSC 22200	Computer Architecture	100
CMSC 22610	Implementation of Computer Languages I	100
CMSC 23000	Operating Systems	100
CMSC 23010	Parallel Computing	100
CMSC 23300	Networks and Distributed Systems	100
CMSC 23400	Mobile Computing	100
CMSC 23500	Introduction to Database Systems	100
CMSC 23700	Introduction to Computer Graphics	100
CMSC 23710	Scientific Visualization	100
CMSC 23800	Game Construction	100

Algorithms and Theory:

CMSC 27100	Discrete Mathematics	100
CMSC 27200	Theory of Algorithms	100
CMSC 28000	Introduction to Formal Languages	100
CMSC 28100	Introduction to Complexity Theory	100

Scientific Computing:

CMSC 23710	Scientific Visualization	100
CMSC 27610	Digital Biology	100
CMSC 28510	Introduction to Scientific Computing	100

Artificial Intelligence (choose any three):

CMSC 25020	Computational Linguistics	100
CMSC 25025	Machine Learning and Large-Scale Data Analysis	100
CMSC 25050	Computer Vision	100
CMSC 25400	Machine Learning	100
CMSC 27600	Computational Biology	100

JOINT BA/MS OR BS/MS PROGRAM

Outstanding computer science majors may apply to complete an MS in computer science along with a BA or BS during their four years at the College.

Participants must be admitted to the MS program. Prior to applying to the program, interested students must meet with Sharon Salveter, Computer Science Department Counselor, and Ron Gorny, the College BA/MS or BS/MS Adviser. (For an appointment with Mr. Gorny, call the College Advisers Reception Desk at 702.8615.) Students must submit applications for the joint program to the department counselor, Sharon Salveter, by the end of Winter Quarter of their third year.

Participants in the joint BA/MS or BS/MS program must meet the requirements for the BA or BS plus nine courses for the MS and a master's project. Three of the nine courses for the MS may also meet the requirements of the BA or BS, resulting in a total of 20 courses in computer science. For details visit cs.uchicago.edu/info/BxMS.

GRADUATE COURSES

Graduate courses and seminars offered by the Department of Computer Science are open to College students with consent of instructor and department counselor. For more information, consult the department counselor.

COMPUTER SCIENCE COURSES

CMSC 10100. Introduction to Programming for the World Wide Web I. 100 Units.

This course teaches the basics of building and maintaining a site on the World Wide Web. We discuss Internet terminology and how the Internet and its associated technologies work. Topics include programming websites, hypertext markup language (HTML), Cascading Style Sheets (CSS), and Common Gateway Interface (CGI) scripts (using PERL). Students also learn how to use JavaScript to add client-side functionality.

Instructor(s): W. Sterner Terms Offered: Winter

Note(s): This course does not meet the general education requirement in the mathematical sciences.

CMSC 10200. Introduction to Programming for the World Wide Web II. 100 Units.

This course introduces computer programming in Java with a focus on designing and implementing software for the World Wide Web. We first introduce the fundamentals of programming, giving particular attention to basic object-oriented techniques. We employ Java Server Pages to develop programs that interact with users through web browsers. Finally, we study relational databases and, integrating that study with general-purpose Java programming, build database-backed web applications.

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

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; and knowledge of HTML

Note(s): This course meets the general education requirement in the mathematical sciences. May not be taken for credit by students who have credit for CMSC 10600, 12100, 15200, or 16200.

CMSC 10500-10600. Fundamentals of Computer Programming I-II.

This sequence meets the general education requirement in the mathematical sciences.

CMSC 10500. Fundamentals of Computer Programming I. 100 Units.

This course introduces computer programming using the functional programming language Scheme. We emphasize design, algorithm construction, and procedural/functional/data abstraction.

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

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of departmental counselor required; previous computer experience and advanced mathematical knowledge not required

Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 10600. Fundamentals of Computer Programming II. 100 Units.

This course is an introduction to computer programming using the object-oriented programming language C++. We emphasize algorithm design and construction. Topics include complex types, iteration, recursion, procedural/functional/data abstraction, classes, methods, inheritance, and polymorphism.

Instructor(s): S. Salveter Terms Offered: Winter

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of departmental counselor

Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 10600. Fundamentals of Computer Programming II. 100 Units.

This course is an introduction to computer programming using the object-oriented programming language C++. We emphasize algorithm design and construction. Topics include complex types, iteration, recursion, procedural/functional/data abstraction, classes, methods, inheritance, and polymorphism.

Instructor(s): S. Salveter Terms Offered: Winter

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of departmental counselor

Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 11000-11100. Multimedia Programming as an Interdisciplinary Art I-II.

Either course in this sequence meets the general education requirement in the mathematical sciences. Like other classic Chicago general education courses, this sequence provides students with both practical programming skills and core ideas in computer science in interdisciplinary applications. Students learn how to perform in a multi-platform (Mac/Linux/Windows) environment using a high-level prototyping language (revTalk) that allows for the quick creation of useful multimedia applications. As a classic Core course in the Chicago tradition, the course presents introductory techniques of problem solving, algorithm construction, program coding, and debugging as interdisciplinary arts adaptable to a wide range of disciplines with their specialized problems. The first course moves through a sequence from step-by-step introductory labs, to labs that require independent analysis and solution, to a student-designed final project. The second course consists of several scientific and humanistic projects such as Turing Machines, biological modeling, and language manipulation with another final project.

CMSC 11000. Multimedia Programming as an Interdisciplinary Art I. 100 Units.

Instructor(s): W. Sterner Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of instructor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.

Instructor(s): W. Sterner Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of instructor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.

Instructor(s): W. Sterner Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of instructor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11200. Introduction to Interactive Logic. 100 Units.

No programming skills are assumed, but those with some programming background do projects with HyperCard, a Computer Assisted Design package, Prolog, or other software. The course continues in the same spirit as CMSC 11000-11100, but they are not prerequisites. This hands-on course presents logic as a concrete discipline that is used for understanding and creating human-computer technology in the context of science, technology, and society. We look at computer science, logic, philosophy, aesthetics, design, and the study of technology, as well as at the software packages of Tarski's World and possibly HyperProof.

Instructor(s): W. Sterner Terms Offered: Not offered 2013–14

Prerequisite(s): MATH 10600, or placement into 13100 or equivalent

Note(s): Offered in alternate years. Some experience with computers helpful.

This course does not meet the general education requirement in the mathematical sciences.

CMSC 11710. Networks. 100 Units.

Networks help explain phenomena in such technological, social, and biological domains as the spread of opinions, knowledge, and infectious diseases. Networks also help us understand properties of financial markets, food webs, and web technologies. At the same time, the structure and evolution of networks is determined by the set of interactions in the domain. Our study of networks will employ formalisms such as graph theory, game theory, information networks, and network dynamics, with the goal of building formal models and translating their observed properties into qualitative explanations.

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

Prerequisite(s): Completion of the general education requirement in the mathematical sciences, and familiarity with basic concepts of probability at the high school level.

Note(s): Necessary mathematical concepts will be presented in class.

CMSC 12100-12200-12300. Computer Science with Applications I-II-III.

This three-quarter sequence teaches computational thinking and skills to students who are majoring in the sciences, mathematics, and economics. Lectures cover topics in (1) programming, such as recursion, abstract data types, and processing data; (2) computer science, such as clustering methods, event-driven simulation, and theory of computation; and to a lesser extent (3) numerical computation, such as approximating functions and their derivatives and integrals, solving systems of linear equations, and simple Monte Carlo techniques. Applications from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written programs to evaluate betting strategies, determine the number of machines needed at a polling place, and predict the size of extinct marsupials. Students learn Java, Python, R and C++.

CMSC 12100. Computer Science with Applications I. 100 Units.

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

Prerequisite(s): Placement into MATH 15200 or higher, or consent of instructor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12200. Computer Science with Applications II. 100 Units.

Instructor(s): A. Rogers Terms Offered: Winter

Prerequisite(s): Placement into MATH 15200 or higher, or consent of instructor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12300. Computer Science with Applications III. 100 Units.

The course revolves around core ideas behind the management and computation of large volumes of data ("Big Data"). Topics include (1) Statistical methods for large data analysis, (2) Parallelism and concurrency, including models of parallelism and synchronization primitives, and (3) Distributed computing, including distributed architectures and the algorithms and techniques that enable these architectures to be fault-tolerant, reliable, and scalable. Students will continue to use R, and will also learn C++ and distributed computing tools and platforms, including Amazon AWS and Hadoop. This course includes a project where students will have to formulate hypotheses about a large dataset, develop statistical models to test those hypothesis, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.

CMSC 12200. Computer Science with Applications II. 100 Units.

Instructor(s): A. Rogers Terms Offered: Winter

Prerequisite(s): Placement into MATH 15200 or higher, or consent of instructor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12300. Computer Science with Applications III. 100 Units.

The course revolves around core ideas behind the management and computation of large volumes of data ("Big Data"). Topics include (1) Statistical methods for large data analysis, (2) Parallelism and concurrency, including models of parallelism and synchronization primitives, and (3) Distributed computing, including distributed architectures and the algorithms and techniques that enable these architectures to be fault-tolerant, reliable, and scalable. Students will continue to use R, and will also learn C++ and distributed computing tools and platforms, including Amazon AWS and Hadoop. This course includes a project where students will have to formulate hypotheses about a large dataset, develop statistical models to test those hypothesis, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.

CMSC 15100-15200. Introduction to Computer Science I-II.

This course, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science using both functional (Scheme) and object-oriented (C++) programming languages. Topics include control and data abstraction, self-reference, time and space analysis, and data structures. NOTE: Nonmajors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15100. Introduction to Computer Science I. 100 Units.

Terms Offered: Autumn, Summer

Prerequisite(s): Placement into MATH 15100 or equivalent, or consent of departmental counselor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 15200. Introduction to Computer Science II. 100 Units.

Terms Offered: Winter, Summer

Prerequisite(s): CMSC 15100

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 15200. Introduction to Computer Science II. 100 Units.

Terms Offered: Winter, Summer

Prerequisite(s): CMSC 15100

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 15300. Foundations of Software. 100 Units.

This course is concerned with the mathematical foundations of computer software. We introduce a number of mathematical areas used in the modeling of programming languages and software, including propositional and predicate logic, basic set theory, relations, and automata theory. The connection between mathematics and software is made via examples and small programming assignments.

Terms Offered: Autumn

Prerequisite(s): CMSC 15200 or 12200

Note(s): Required of students who are majoring or minoring in Computer Science. Students who have credit for MATH 13300 or higher should see the Department Counselor for prior approval to substitute CMSC 28000 or 27700.

CMSC 15400. Introduction to Computer Systems. 100 Units.

This course covers the basics of computer systems from a programmer's perspective. Topics include data representation, machine language programming, exceptions, code optimization, performance measurement, memory systems, and system-level I/O. Extensive programming required.

Terms Offered: Spring

Prerequisite(s): CMSC 15200 or 12200

Note(s): Required of students who are majoring in Computer Science.

CMSC 16100-16200. Honors Introduction to Computer Science I-II.

Both courses in this sequence meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15200 or 16200 to meet requirements for the major.

CMSC 16100. Honors Introduction to Computer Science I. 100 Units.

Programming in a functional language (currently Haskell), including higher-order functions, type definition, algebraic data types, modules, parsing, I/O, and monads. Basic data structures, including lists, binary search trees, and tree balancing. Basic mathematics for reasoning about programs, including induction, inductive definition, propositional logic, and proofs. Search in graphs, including depth-first and breadth-first search. Search in metric graphs, including greedy and A* search, with applications.

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

Prerequisite(s): Placement into MATH 15100 or equivalent and programming experience, or consent of department counselor

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 16200. Honors Introduction to Computer Science II. 100 Units.

This course emphasizes the C Programming Language, but not in isolation. Instead, C is developed as a part of a larger programming toolkit that includes the shell (specifically ksh), shell programming, and standard Unix utilities (including awk). Nonshell scripting languages, in particular perl and python, are introduced, as well as interpreter (#!) files that use the command-line version of DrScheme. We cover various standard data structures, both abstractly, and in terms of concrete implementations—primarily in C, but also from time to time in other contexts like scheme and ksh. The course uses a team programming approach. There is a mixture of individual programming assignments that focus on current lecture material, together with team programming assignments that can be tackled using any Unix technology. Team projects are assessed based on correctness, elegance, and quality of documentation. We teach the "Unix way" of breaking a complex computational problem into smaller pieces, most or all of which can be solved using pre-existing, well-debugged, and documented components, and then composed in a variety of ways.

Instructor(s): S. Kurtz Terms Offered: Winter

Prerequisite(s): CMSC 16100, or consent of department counselor

Note(s): Students who have taken CMSC 15100 may take 16200 with consent of instructor. This course meets the general education requirement in the mathematical sciences.

CMSC 16200. Honors Introduction to Computer Science II. 100 Units.

This course emphasizes the C Programming Language, but not in isolation. Instead, C is developed as a part of a larger programming toolkit that includes the shell (specifically ksh), shell programming, and standard Unix utilities (including awk). Nonshell scripting languages, in particular perl and python, are introduced, as well as interpreter (#!) files that use the command-line version of DrScheme. We cover various standard data structures, both abstractly, and in terms of concrete implementations—primarily in C, but also from time to time in other contexts like scheme and ksh. The course uses a team programming approach. There is a mixture of individual programming assignments that focus on current lecture material, together with team programming assignments that can be tackled using any Unix technology. Team projects are assessed based on correctness, elegance, and quality of documentation. We teach the "Unix way" of breaking a complex computational problem into smaller pieces, most or all of which can be solved using pre-existing, well-debugged, and documented components, and then composed in a variety of ways.

Instructor(s): S. Kurtz Terms Offered: Winter

Prerequisite(s): CMSC 16100, or consent of department counselor

Note(s): Students who have taken CMSC 15100 may take 16200 with consent of instructor. This course meets the general education requirement in the mathematical sciences.

CMSC 22010. Digital Fabrication. 100 Units.

Digital fabrication involves translation of a digital design into a physical object. While digital fabrication has been around for decades, only now has it become possible for individuals to take advantage of this technology through low cost 3D printers and open source tools for 3D design and modeling. In this course we will cover the foundations of 3D object design including computational geometry, the type of models that can and can't be fabricated, the uses and applications of digital fabrication, the algorithms, methods and tools for conversion of 3D models to representations that can be directly manufactured using computer controlled machines, the concepts and technology used in additive manufacturing (aka 3D printing) and the research and practical challenges of developing self-replicating machines. We will have several 3D printers available for use during the class and students will design and fabricate several parts during the course.

Instructor(s): I. Foster & R. Stevens Terms Offered: Autumn

Prerequisite(s): CMSC 15400 and some experience with 3D modeling concepts.

CMSC 22100. Programming Languages. 100 Units.

Programming language design aims at the closest possible correspondence between the structures of a program and the task it performs. This course studies some of the structural concepts affecting programming languages: iterative and recursive control flow, data types and type checking, procedural versus functional programming, modularity and encapsulation, fundamentals of interpreting and compiling, and formal descriptions of syntax and semantics. Students write short programs in radically different languages to illuminate the variety of possible designs.

Terms Offered: Spring. Generally offered alternate years.

Prerequisite(s): CMSC 15300

CMSC 22200. Computer Architecture. 100 Units.

This course is a survey of contemporary computer organization covering CPU design, instruction sets, control, processors, busses, ALU, memory, pipelined computers, multiprocessors, networking, and case studies. We focus on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. We emphasize major component subsystems of high-performance computers: pipelining, instruction-level parallelism, memory hierarchies, input/output, and network-oriented interconnections.

Terms Offered: Autumn

Prerequisite(s): CMSC 15400

CMSC 22300. Functional Programming. 100 Units.

This course presents the functional programming paradigm, based on the idea of functions as "first-class" values that can be manipulated like other data. This idea leads to great power of expression while maintaining simplicity, making it easier to write correct and maintainable software. We use the languages Haskell and ML as representatives of the two main schools of functional programming, the pure and the impure. After learning the basic elements of these languages, we explore functional programming techniques that can be exploited in many areas of application using a surprising variety of languages (e.g., C#, Python) that have included first-class functions as a feature. We compare functional and object oriented programming and include an brief overview of concurrent functional programming in ML and Haskell.

Terms Offered: Generally offered alternate years.

Prerequisite(s): CMSC 15300

CMSC 22610. Implementation of Computer Languages I. 100 Units.

This course covers principles and techniques for implementing computer languages (e.g., programming languages, query languages, specification languages, domain-specific languages). Topics include lexical analysis, parsing, tree representations of programs (both parse trees and abstract syntax trees), types and type checking, interpreters, abstract machines, and run-time systems. This is a project-based course involving the implementation of a small language using Standard ML.

Terms Offered: Winter. Generally offered alternate years.

Prerequisite(s): CMSC 15300 and 15400 required; CMSC 22100 recommended

Note(s): Prior experience with ML programming not required. This course is offered in alternate years.

CMSC 22620. Implementation of Computer Languages II. 100 Units.

This course is a continuation of CMSC 22610, covering compilers for general-purpose languages. Topics include compiler-immediate representations, continuation-passing style, runtime representations, code generation, code optimization, register allocation, instruction scheduling, and garbage collection. This is a project-based course in which students construct a complete, working compiler for a small language using Standard ML.

Terms Offered: Spring. Not offered 2013-14.

Prerequisite(s): CMSC 22610 required; CMSC 22100 strongly recommended

Note(s): Generally offered alternate years.

Equivalent Course(s): CMSC 32620

CMSC 22630. Advanced Implementation of Computer Languages. 100 Units.

This course explores advanced topics in the implementation of high-level programming languages that vary each year (e.g., control-flow analysis algorithms, abstract interpretation, partial evaluation, advanced optimizations, runtime system representations, garbage collection algorithms, foreign-function interfaces). Students are expected to develop both a foundational and applied understanding of these topics.

Instructor(s): J. Reppy Terms Offered: Autumn. Generally offered alternate years.

Prerequisite(s): CMSC 22100 and 22620, or equivalent

CMSC 23000. Operating Systems. 100 Units.

This course provides an introduction to the basic concepts and techniques used to implement operating systems. Topics include processes and threads, interprocess communication and synchronization, memory management, segmentation, paging, linking and loading, scheduling, file systems, and input/output. The course will revolve around the implementation of an x86 operating system kernel.

Instructor(s): H. Gunawi Terms Offered: Autumn

Prerequisite(s): CMSC 15400, and one of the following: CMSC 22200, CMSC 22610, CMSC 23300, CMSC 23500 or CMSC 23700.

Note(s): This course is offered in alternate years.

CMSC 23010. Parallel Computing. 100 Units.

This course provides an introduction to the concepts of parallel programming, with an emphasis on programming multicore processors. Topics include: Processes and threads, shared memory, message passing, direct-memory access (DMA), hardware mechanisms for parallel computing, synchronization and communication, patterns of parallel programming. The course will involve a substantial programming project implementing a parallel computations.

Instructor(s): H. Hoffman Terms Offered: Winter

Prerequisite(s): CMSC 15400 and one of the following: CMSC 22000 (Architecture), CMSC 23000 (Operating Systems), or CMSC 23300 (Networks and Distributed Systems), or consent of the instructor.

CMSC 23300. Networks and Distributed Systems. 100 Units.

This course focuses on the principles and techniques used in the development of networked and distributed software. Topics include programming with sockets; concurrent programming; data link layer (Ethernet, packet switching, etc.); internet and routing protocols (UDP, TCP); and other commonly used network protocols and techniques. This is a project-oriented course in which students are required to develop software in C on a UNIX environment.

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

Prerequisite(s): CMSC 15400

CMSC 23310. Advanced Distributed Systems. 100 Units.

This course explores advanced topics in distributed systems. Topics include supercomputing (architectures, applications, programming models, etc.); grid computing with an emphasis on Globus technologies; Infrastructure-as-a-Service clouds (virtual infrastructure management, Amazon EC2, etc.), Platform-as-a-Service clouds (Google App Engine, etc.), and the Software-as-a-Service model; and other current topics related to using and building distributed systems. The course includes a substantial practical component but also requires students to read papers and articles on current advances in the field.

Instructor(s): B. Sotomayor Terms Offered: Spring

Prerequisite(s): CMSC 23300 or consent of instructor

CMSC 23340. Grid Computing. 100 Units.

The new Open Grid Services Architecture (OGSA) defines interfaces and protocols that promise to make it far easier to construct decentralized, dynamic, large-scale systems. We explore and evaluate this technology by using it to develop a range of scalable distributed services. We use the Globus Toolkit, an open source implementation of key OGSA standards, to design and build services. We then evaluate our implementations from the perspectives of performance and programmability.

Instructor(s): I. Foster Terms Offered: Generally offered alternate years.

Prerequisite(s): Substantial programming experience

CMSC 23400. Mobile Computing. 100 Units.

Mobile computing is proliferating at an extraordinary pace and changing nearly every aspect of society. Increased sensing and awareness capabilities of mobile devices have triggered a radical transformation of the modalities of interaction and applications. Mobile devices are also reshaping many aspects of computing—usage, networking, interface, computing models, etc. We explore elements of the core and emerging technologies underlying mobile computing. Past focus areas include visual experience, computational photography, augmented reality, synchronicity and proximity for shared social experiences. Students engage in a series of labs which expose them to elements of the software and hardware capabilities of mobile computing systems, and develop the capability to envision radical new applications. Students engage in extensive experiments and a large-scale project. Where possible, project teams are mentored by domain experts to shape their projects for greater impact.

Instructor(s): A. Chien Terms Offered: Winter

Prerequisite(s): CMSC 15200 and 15400 are required and CMSC 23000 or 23300 are recommended. Knowledge of Java is required. A short course is available at <http://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-092-introduction-to-programming-in-java-january-iap-2010/index.htm>

Equivalent Course(s): CMSC 33400

CMSC 23500. Introduction to Database Systems. 100 Units.

This course is an introduction to database design and programming using the relational model. Topics include DBMS architecture, entity-relationship and relational models, relational algebra, relational calculus, functional dependencies and normal forms, web DBs and PHP, query optimization, and physical data organization. The lab section guides students through the collaborative implementation of a relational database management system, allowing students to see topics such as physical data organization and DBMS architecture in practice, and exercise general skills such as collaborative software development.

Terms Offered: Spring. Generally offered alternate years.

Prerequisite(s): CMSC 15300 and 15400

CMSC 23700. Introduction to Computer Graphics. 100 Units.

This course introduces the basic concepts and techniques used in three-dimensional computer graphics. The focus is on real-time rendering techniques, such as those found in computer games. These include coordinate systems and transformations, the graphics pipeline, basic geometric algorithms, texture mapping, level-of detail optimizations, and shadows. Students are required to complete both written assignments and programming projects using OpenGL.

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

Prerequisite(s): CMSC 15400

Note(s): This course is offered in alternate years.

CMSC 23710. Scientific Visualization. 100 Units.

Scientific visualization combines computer graphics, numerical methods, and mathematical models of the physical world to create a visual framework for understanding and solving scientific problems. The mathematical and algorithmic foundations of scientific visualization (for scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and scientific computing on scientific data. Programming projects will be in C.

Instructor(s): G. Kindlmann Terms Offered: Winter. Generally offered alternate years.

Prerequisite(s): CMSC 15300 and CMSC 15400, or (equivalent linear algebra and programming experience and consent of the instructor).

CMSC 23800. Game Construction. 100 Units.

Computer games are one of the most exciting applications of computer technology. They also are large software systems that embody cutting-edge graphics, as well as techniques from AI, scientific simulation, networking, and databases. This course introduces the student to the basic algorithms and techniques used in computer-game construction. Students work in teams to design and create games using existing libraries for graphics, physics simulation, and so forth.

Instructor(s): J. Reppy Terms Offered: Spring. Generally offered alternate years.

Prerequisite(s): CMSC 15400, and at least two of the following courses: CMSC 23700, CMSC 23000, CMSC 23300, CMSC 23500. Strong background in programming and expertise in at least two technical areas underlying computer games (e.g., AI, graphics, scientific computing, networking).

Equivalent Course(s): CSPP 53800

CMSC 25020. Computational Linguistics. 100 Units.

This course introduces the problems of computational linguistics and the techniques used to deal with them. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.

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

Prerequisite(s): CMSC 12200, 15200 or 16200, or competence in a programming language

Equivalent Course(s): LING 28600

CMSC 25025. Machine Learning and Large-Scale Data Analysis. 100 Units.

This course is an introduction to machine learning and the analysis of large data sets using distributed computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.

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

Prerequisite(s): CMSC 15300 and 15400 (or CMSC 12200 and either STAT 22400 or STAT 24400), or consent of the instructor

Equivalent Course(s): STAT 37601

CMSC 25050. Computer Vision. 100 Units.

This course covers deformable models for detecting objects in images. Topics include one-dimensional models to identify object contours and boundaries; two-dimensional models for image matching; and sparse models for efficient detection of objects in complex scenes. Mathematical tools needed to define the models and associated algorithms are developed. Applications include detecting contours in medical images, matching brains, and detecting faces in images. Neural network implementations of some of the algorithms are presented, and connections to the functions of the biological visual system are discussed.

Instructor(s): Y. Amit

Equivalent Course(s): CMSC 35500, STAT 37900

CMSC 25400. Machine Learning. 100 Units.

This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.

Terms Offered: Winter

Prerequisite(s): CMSC 15300, CMSC 15400

Equivalent Course(s): STAT 27725

CMSC 27100. Discrete Mathematics. 100 Units.

This course emphasizes mathematical discovery and rigorous proof, which are illustrated on a refreshing variety of accessible and useful topics. Basic counting is a recurring theme and provides the most important source for sequences, which is another recurring theme. Further topics include proof by induction; recurrences and Fibonacci numbers; graph theory and trees; number theory, congruences, and Fermat's little theorem; counting, factorials, and binomial coefficients; combinatorial probability; random variables, expected value, and variance; and limits of sequences, asymptotic equality, and rates of growth.

Terms Offered: Autumn

Prerequisite(s): CMSC 15300, or MATH 16300 or higher. Computer science majors should take CMSC 15300 before CMSC 27100.

Note(s): This is a directed course in mathematical topics and techniques that is a prerequisite for courses such as CMSC 27200 and 27400.

CMSC 27200. Theory of Algorithms. 100 Units.

This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, discrete optimization, algorithmic graph theory, algorithmic number theory, and cryptography. Design techniques include "divide-and-conquer" methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, the concepts of polynomial-time algorithms, and NP-completeness.

Terms Offered: Winter

Prerequisite(s): CMSC 27100 or consent of instructor

CMSC 27410. Honors Combinatorics. 100 Units.

Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): MATH 19900 or 25400, or CMSC 27100, or consent of instructor.

Experience with mathematical proofs.

Note(s): This course is offered in alternate years.

CMSC 27500. Graph Theory. 100 Units.

This course covers the basics of the theory of finite graphs. Topics include shortest paths, spanning trees, counting techniques, matchings, Hamiltonian cycles, chromatic number, extremal graph theory, Turan's theorem, planarity, Menger's theorem, the max-flow/min-cut theorem, Ramsey theory, directed graphs, strongly connected components, directed acyclic graphs, and tournaments. Techniques studied include the probabilistic method.

Terms Offered: Spring

Prerequisite(s): CMSC 15300 or MATH 20400

CMSC 27600. Computational Biology. 100 Units.

This course serves as a general introduction to the basic algorithms used to understand current problems in biology. Topics may include sequence alignment algorithms to study DNA and protein sequences, algorithms and experiments for protein structure prediction, dynamics, and folding, clustering and machine learning methods for gene expression analysis, computational models of RNA structure, and DNA computing and self-assembly.

Terms Offered: Winter. Generally offered alternate years.

Prerequisite(s): Familiarity with basic discrete mathematics/statistics/algorithms and biology recommended but not required.

CMSC 27610. Digital Biology. 100 Units.

Explores the digital nature of biology at the molecular scale. Focuses on the role of hydrophobic effect in protein/ligand associations. Utilizes data-mining as a tool both to understand basic biophysics and to explain protein-ligand associations. Shows how such analog interactions can lead to digital devices (e.g., switches). No biochemistry background will be assumed.

Instructor(s): L. R. Scott Terms Offered: Winter. Generally offered alternate years.

Prerequisite(s): MATH 15100-15200 and ability to program. All prerequisites will be provided in class.

Note(s): High school chemistry is helpful.

CMSC 27700-27800. Mathematical Logic I-II.

Mathematical Logic I-II

CMSC 27700. Mathematical Logic I. 100 Units.

This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems.

Terms Offered: Autumn

Prerequisite(s): MATH 25400 or 25700; open to students who are majoring in computer science who have taken CMSC 15400 along with MATH 16300 or MATH 19900

Equivalent Course(s): MATH 27700

CMSC 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): MATH 27800

CMSC 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): MATH 27800

CMSC 28000. Introduction to Formal Languages. 100 Units.

This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.

Terms Offered: Autumn

Prerequisite(s): CMSC 15300, or MATH 19900 or 25500

Equivalent Course(s): MATH 28000

CMSC 28100. Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Terms Offered: Spring

Prerequisite(s): CMSC 27100, or MATH 19900 or 25500; and experience with mathematical proofs

Equivalent Course(s): MATH 28100

CMSC 28501. Topics in Scientific Computing. 100 Units.

This course covers current topics in scientific computing.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor

CMSC 28510. Introduction to Scientific Computing. 100 Units.

Basic processes of numerical computation are examined from both an experimental and theoretical point of view. This course deals with numerical linear algebra, approximation of functions, approximate integration and differentiation, Fourier transformation, solution of nonlinear equations, and the approximate solution of initial value problems for ordinary differential equations. We concentrate on a few widely used methods in each area covered.

Instructor(s): T. Dupont Terms Offered: Autumn. Generally offered alternate years.

Prerequisite(s): A year of calculus (MATH 15300 or higher), a quarter of linear algebra (MATH 19620 or higher), and CMSC 10600 or higher; or consent of instructor

CMSC 29700. Reading and Research in Computer Science. 100 Units.

Students do reading and research in an area of computer science under the guidance of a faculty member. A written report is typically required.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and approval of department counselor

Note(s): Open both to students who are majoring in Computer Science and to nonmajors. Students are required to submit the College Reading and Research Course Form.

CMSC 29900. Bachelor's Thesis. 100 Units.

Terms Offered: Summer, Autumn, Winter, Spring

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

Note(s): Open to fourth-year students who are candidates for honors in Computer Science

CMSC 31100. Big Ideas in Computer Science. 100 Units.

This course introduces many of the important concepts in the broad area of computer science. Each week a different professor gives a three-lecture sequence on a big idea in their field of specialty. Previous ideas have included undecidability, randomness, cryptography, stability of numerical algorithms, structural operational semantics, software engineering, and the Internet.

Terms Offered: Autumn

Prerequisite(s): Consent of department counselor and instructor

CMSC 32001. Topics in Programming Languages. 100 Units.

This course covers a selection of advanced topics in programming languages.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor and instructor

CMSC 32201. Topics in Computer Architecture. 100 Units.

This course covers a selection of advanced topics in computer architecture.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor and instructor

CMSC 32620. Implementation of Computer Languages II. 100 Units.

This course is a continuation of CMSC 22610, covering compilers for general-purpose languages. Topics include compiler-immediate representations, continuation-passing style, runtime representations, code generation, code optimization, register allocation, instruction scheduling, and garbage collection. This is a project-based course in which students construct a complete, working compiler for a small language using Standard ML.

Terms Offered: Spring. Not offered 2013-14.

Prerequisite(s): CMSC 22610 required; CMSC 22100 strongly recommended

Note(s): Generally offered alternate years.

Equivalent Course(s): CMSC 22620

CMSC 33400. Mobile Computing. 100 Units.

Mobile computing is proliferating at an extraordinary pace and changing nearly every aspect of society. Increased sensing and awareness capabilities of mobile devices have triggered a radical transformation of the modalities of interaction and applications. Mobile devices are also reshaping many aspects of computing—usage, networking, interface, computing models, etc. We explore elements of the core and emerging technologies underlying mobile computing. Past focus areas include visual experience, computational photography, augmented reality, synchronicity and proximity for shared social experiences. Students engage in a series of labs which expose them to elements of the software and hardware capabilities of mobile computing systems, and develop the capability to envision radical new applications. Students engage in extensive experiments and a large-scale project. Where possible, project teams are mentored by domain experts to shape their projects for greater impact.

Instructor(s): A. Chien Terms Offered: Winter

Prerequisite(s): CMSC 23000 or 23300 or equivalent are required.

Equivalent Course(s): CMSC 23400

CMSC 33501. Topics in Databases. 100 Units.

This course covers a selection of advanced topics in database systems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor and instructor

CMSC 33600. Type Systems for Programming Languages. 100 Units.

This course covers the basic ideas of type systems, their formal properties, their role in programming language design, and their implementation. Exercises involving design and implementation explore the various options and issues.

Terms Offered: Winter

Prerequisite(s): Consent of department counselor

Note(s): CMSC 22100 recommended.

CMSC 33710. Scientific Visualization. 100 Units.

Scientific visualization combines computer graphics, numerical methods, and mathematical models of the physical world to create a visual framework for understanding and solving scientific problems. The mathematical and algorithmic foundations of scientific visualization (for scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and scientific computing on scientific data. Programming projects will be in C.

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

Prerequisite(s): Strong programming skills and basic knowledge of linear algebra and calculus

Note(s): This course is offered in alternate years.

CMSC 34000. Scientific Parallel Computing. 100 Units.

This course covers the use of multiple processors cooperating to solve a common task, as well as related issues in computer architecture, performance analysis, prediction and measurement, programming languages, and algorithms for large-scale computation. Programming at least one parallel computer is required. Possibilities include one of the clusters of workstations connected by high-speed networks on campus. We focus on state-of-the-art parallel algorithms for scientific computing. Topics are based on interest. General principles of parallel computing are emphasized.

Instructor(s): L. R. Scott Terms Offered: Autumn

Prerequisite(s): Consent of department counselor and instructor required; experience in scientific computing recommended

Note(s): This course is offered in alternate years.

CMSC 34200. Numerical Hydrodynamics. 100 Units.

This course covers numerical methods for the solution of fluid flow problems. We also make a theoretical evaluation of the methods and experimental study based on the opinionated book *Fundamentals of Computational Fluid Dynamics* by Patrick J. Roache.

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

Prerequisite(s): Consent of department counselor. Ability to program; and familiarity with elementary numerical methods and modeling physical systems by systems of differential equations

CMSC 34710. Wireless Sensor Networks. 100 Units.

This course introduces the concepts and technologies for building embedded systems and wireless sensors nets by focusing on four areas: low-power hardware, wireless networking, embedded operating systems, and sensors. Two assignments provide hands-on experience by deploying small wireless sensor motes running TinyOS to form an ad-hoc peer-to-peer network that can collect environmental data and forward it back to an 802.11b-equipped embedded Linux module. Students also read and summarize papers, participate in classroom discussions, and work on a team research project.

Instructor(s): R. Stevens

Prerequisite(s): Consent of department counselor. Graduate-level understanding of Unix/Linux operating systems, networking, computer architecture, and programming

CMSC 35000. Introduction to Artificial Intelligence. 100 Units.

This course introduces the theoretical, technical, and philosophical aspects of Artificial Intelligence. We emphasize computational and mathematical modes of inquiry into the structure and function of intelligent systems. Topics include learning and inference, speech and language, vision and robotics, and reasoning and search.

CMSC 35100. Natural Language Processing. 100 Units.

This course introduces the theory and practice of natural language processing, with applications to both text and speech. Topics include regular expressions, finite state automata, morphology, part of speech tagging, context free grammars, parsing, semantics, discourse, and dialogue. Symbolic and probabilistic models are presented. Techniques for automatic acquisition of linguistic knowledge are emphasized.

CMSC 35400. Machine Learning. 100 Units.

This course provides hands-on experience with a range of contemporary machine learning algorithms, as well as an introduction to the theoretical aspects of the subject. Topics covered include: the PAC framework, elements of computational learning theory, the VC dimension, boosting, Bayesian learning, graphical models, clustering, dimensionality reduction, linear classifiers, kernel methods including SVMs, and an introduction to statistical learning theory.

Terms Offered: Spring

Prerequisite(s): CMSC 25400 or consent of instructor.

Equivalent Course(s): STAT 37710

CMSC 35500. Computer Vision. 100 Units.

This course covers deformable models for detecting objects in images. Topics include one-dimensional models to identify object contours and boundaries; two-dimensional models for image matching; and sparse models for efficient detection of objects in complex scenes. Mathematical tools needed to define the models and associated algorithms are developed. Applications include detecting contours in medical images, matching brains, and detecting faces in images. Neural network implementations of some of the algorithms are presented, and connections to the functions of the biological visual system are discussed.

Instructor(s): Y. Amit

Equivalent Course(s): CMSC 25050, STAT 37900

CMSC 35900. Topics in Artificial Intelligence. 100 Units.

This course covers topics in artificial intelligence.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor and instructor

CMSC 36500. Algorithms in Finite Groups. 100 Units.

We consider the asymptotic complexity of some of the basic problems of computational group theory. The course demonstrates the relevance of a mix of mathematical techniques, ranging from combinatorial ideas, the elements of probability theory, and elementary group theory, to the theories of rapidly mixing Markov chains, applications of simply stated consequences of the Classification of Finite Simple Groups (CFSG), and, occasionally, detailed information about finite simple groups. No programming problems are assigned.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): Consent of department counselor. Linear algebra, finite fields, and a first course in group theory (Jordan-Holder and Sylow theorems) required; prior knowledge of algorithms not required

Note(s): This course is offered in alternate years.

Equivalent Course(s): MATH 37500

CMSC 37000. Algorithms. 100 Units.

The focus of this course is the analysis and design of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, discrete optimization, algorithmic graph theory, algorithmic number theory, and cryptography. Design techniques include "divide-and-conquer" methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, the concepts of polynomial-time algorithms, and NP-completeness.

Instructor(s): L. Babai Terms Offered: Winter

Prerequisite(s): Consent of instructor.

CMSC 37100. Topics in Algorithms. 100 Units.

This course covers current topics in algorithms.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor. CMSC 27200 or consent of instructor.

CMSC 37110. Discrete Mathematics. 100 Units.

This course emphasizes mathematical discovery and rigorous proof, illustrated on a variety of accessible and useful topics, including basic number theory, asymptotic growth of sequences, combinatorics and graph theory, discrete probability, and finite Markov chains. This course includes an introduction to linear algebra.

Instructor(s): L. Babai Terms Offered: Autumn

Prerequisite(s): Consent of department counselor and instructor

CMSC 37200. Combinatorics. 100 Units.

Methods of enumeration, construction, and proof of existence of discrete structures are discussed. The course emphasizes applications of linear algebra, number theory, and the probabilistic method to combinatorics. Applications to the theory of computing are indicated, and open problems are discussed.

Instructor(s): L. Babai Terms Offered: Winter

Prerequisite(s): Consent of department counselor. Linear algebra, basic combinatorics, or consent of instructor.

CMSC 37400. Constructive Combinatorics. 100 Units.

This course covers constructive combinatorial techniques in areas such as enumerative combinatorics, invariant theory, and representation theory of symmetric groups. Constructive techniques refer to techniques that have algorithmic flavor, such as those that are against purely existential techniques based on counting.

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

Prerequisite(s): Consent of department counselor. Advanced knowledge of mathematics and consent of instructor.

CMSC 37701. Topics in Bioinformatics. 100 Units.

This course covers current topics in bioinformatics.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor and instructor

CMSC 37720. Computational Systems Biology. 100 Units.

This course introduces concepts of systems biology. We also discuss computational methods for analysis, reconstruction, visualization, modeling, and simulation of complex cellular networks (e.g., biochemical pathways for metabolism, regulation, and signaling). Students explore systems of their own choosing and participate in developing algorithms and tools for comparative genomic analysis, metabolic pathway construction, stoichiometric analysis, flux analysis, metabolic modeling, and cell simulation. We also focus on understanding the computer science challenges in the engineering of prokaryotic organisms.

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

Prerequisite(s): Consent of department counselor and instructor

CMSC 37800. Numerical Computation. 100 Units.

This course covers topics in numerical methods and computation that are useful in statistical research (e.g., simulation, random number generation, Monte Carlo methods, quadrature, optimization, matrix methods).

Terms Offered: Autumn. Not offered 2011-12.

Prerequisite(s): Consent of departmental counselor. STAT 34300 or consent of instructor.

Equivalent Course(s): STAT 30700

CMSC 37810. Mathematical Computation I: Matrix Computation Course. 100 Units.

A broad overview of numerical linear algebra from classical methods to the state-of-the-art. The main objects of interest are real- or complex-valued matrices, which may come from differential operators, integral transforms, bilinear and quadratic forms, boundary and coboundary maps, Markov chains, graphs, metrics, correlations, hyperlink structures, cell phone signals, DNA microarray measurements, movie ratings by viewers, friendship relations in social networks, and so on.

Terms Offered: Autumn

Prerequisite(s): Linear algebra (STAT 24300 or equivalent) and some previous experience with statistics

Equivalent Course(s): STAT 30900

CMSC 37812. Mathematical Computation III: Numerical Methods for PDE's. 100 Units.

The first part of this course introduces basic properties of PDE's; finite difference discretizations; and stability, consistency, convergence, and Lax's equivalence theorem. We also cover examples of finite difference schemes; simple stability analysis; convergence analysis and order of accuracy; consistency analysis and errors (i.e., dissipative and dispersive errors); and unconditional stability and implicit schemes. The second part of this course includes solution of stiff systems in 1, 2, and 3D; direct vs. iterative methods (i.e., banded and sparse LU factorizations); and Jacobi, Gauss-Seidel, multigrid, conjugate gradient, and GMRES iterations..

Terms Offered: Spring

Prerequisite(s): Some prior exposure to differential equations and linear algebra

Equivalent Course(s): STAT 31100

CMSC 38000-38100. Computability Theory I-II.

The courses in this sequence are offered in alternate years.

CMSC 38000. Computability Theory I. 100 Units.

CMSC 38000 is concerned with recursive (computable) functions and sets generated by an algorithm (recursively enumerable sets). Topics include various mathematical models for computations (e.g., Turing machines and Kleene schemata, enumeration and s-m-n theorems, the recursion theorem, classification of unsolvable problems, priority methods for the construction of recursively enumerable sets and degrees).

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

Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.

Equivalent Course(s): MATH 30200

CMSC 38100. Computability Theory II. 100 Units.

CMSC 38100 treats classification of sets by the degree of information they encode, algebraic structure and degrees of recursively enumerable sets, advanced priority methods, and generalized recursion theory.

Instructor(s): R. Soare Terms Offered: Winter, Spring

Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.

Equivalent Course(s): MATH 30300

CMSC 38100. Computability Theory II. 100 Units.

CMSC 38100 treats classification of sets by the degree of information they encode, algebraic structure and degrees of recursively enumerable sets, advanced priority methods, and generalized recursion theory.

Instructor(s): R. Soare Terms Offered: Winter, Spring

Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.

Equivalent Course(s): MATH 30300

CMSC 38300. Numerical Solutions to Partial Differential Equations. 100 Units.

This course covers the basic mathematical theory behind numerical solution of partial differential equations. We investigate the convergence properties of finite element, finite difference and other discretization methods for solving partial differential equations, introducing Sobolev spaces and polynomial approximation theory. We emphasize error estimators, adaptivity, and optimal-order solvers for linear systems arising from PDEs. Special topics include PDEs of fluid mechanics, max-norm error estimates, and Banach-space operator-interpolation techniques.

Instructor(s): L. R. Scott Terms Offered: Spring. This course is offered in alternate years.

Prerequisite(s): Consent of department counselor and instructor

Equivalent Course(s): MATH 38300

CMSC 38410. Quantum Computing. 100 Units.

This course covers mathematical and complexity aspects of quantum computing, putting aside all questions pertaining to its physical realizability. Possible topics include: (1) quantum model of computation, quantum complexity classes, and relations to their classical counterparts; (2) famous quantum algorithms (including Shor and Grover); (3) black-box quantum models (lower and upper bounds); (4) quantum communication complexity (lower and upper bounds); and (5) quantum information theory.

Instructor(s): A. Razborov Terms Offered: Winter. This course is offered in alternate years.

Prerequisite(s): Consent of department counselor. Basic knowledge of computational complexity and linear algebra required; knowledge of quantum mechanics not required

CMSC 38500. Computability and Complexity Theory. 100 Units.

Part one of this course consists of models for defining computable functions: primitive recursive functions, (general) recursive functions, and Turing machines; the Church-Turing Thesis; unsolvable problems; diagonalization; and properties of computably enumerable sets. Part two of this course deals with Kolmogorov (resource bounded) complexity: the quantity of information in individual objects. Part three of this course covers functions computable with time and space bounds of the Turing machine: polynomial time computability, the classes P and NP, NP-complete problems, polynomial time hierarchy, and P-space complete problems.

Instructor(s): A. Razborov Terms Offered: Winter

Prerequisite(s): Consent of department counselor and instructor

Equivalent Course(s): MATH 30500

CMSC 38512. Kolmogorov Complexity. 100 Units.

This course introduces the theory of Kolmogorov Complexity with an emphasis on its use in theoretical computer science, mostly in computational complexity. If time permits, we may briefly touch on its uses in statics, prediction, and learning.

Instructor(s): J. Simon Terms Offered: Autumn. Not offered 2012–13.

Prerequisite(s): Consent of department counselor and instructor

CMSC 38600. Complexity Theory A. 100 Units.

This course covers topics in computational complexity theory, with an emphasis on machine-based complexity classes.

Terms Offered: Spring

Prerequisite(s): Consent of department counselor and instructor

CMSC 38700. Complexity Theory B. 100 Units.

This course covers topics in computational complexity theory, with an emphasis on combinatorial problems in complexity.

Instructor(s): A. Razborov Terms Offered: Spring. Not offered 2012-13.

Prerequisite(s): Consent of department counselor and instructor

CMSC 38815. Geometric Complexity. 100 Units.

This course provides a basic introduction to geometric complexity theory, an approach to the P vs. NP and related problems through algebraic geometry and representation theory. No background in algebraic geometry or representation theory will be assumed.

Instructor(s): K. Mulmuley Terms Offered: Autumn. This course is offered in alternate years.

Prerequisite(s): Consent of department counselor and instructor

Note(s): Background in algebraic geometry or representation theory not required

Equivalent Course(s): MATH 38815

CMSC 39000. Computational Geometry. 100 Units.

This course is a seminar on topics in computational geometry.

Instructor(s): K. Mulmuley Terms Offered: Spring. This course is offered in alternate years.

CMSC 39600. Topics in Theoretical Computer Science. 100 Units.

This course is a seminar on current research in theoretical computer science.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of department counselor and instructor



EARLY CHRISTIAN LITERATURE

PROGRAM OF STUDY

The program in early Christian literature seeks to integrate the study of early Christianity with the study of Mediterranean life and thought from 300 BC to AD 1200.

Students are required to take HIST 16700-16800-16900 Ancient Mediterranean World I-II-III (or its equivalent) and to attain the equivalent of two years' study of Greek. The civilization sequences may be used to meet the general education requirement in civilization studies. Students are also expected to take four courses in Mediterranean languages, literatures, art, history, and religions as approved by the program coordinator. Interested students should contact the program coordinator for more information about available courses. It is possible to combine a program in early Christian literature with more general studies in religion through the Religion and the Humanities program.

Summary of Requirements

Demonstrated competence in ancient Greek equivalent to one year of college-level study

One three-course sequence surveying Mediterranean history and/or culture	300
Three courses in Greek language beyond the first year *	300
Four approved courses in Mediterranean languages, literatures, art, history, or religions	400
Total Units	1000

* Or credit for the equivalent as determined by petition.

GRADING

Students must receive quality grades in the required courses (i.e., Greek language and history sequence). With consent of instructor, all other courses may be taken for quality grades or for P/F grades. Nonmajors may take courses for quality grades or for P/F grades.

HONORS

Interested students should consult the program coordinator.

EARLY CHRISTIAN LITERATURE COURSES

NTEC 29700. Reading and Research. 100 Units.

Instructor(s): J. Z. Smith Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of program coordinator and submission of a formal proposal

Note(s): Students are required to submit the College Reading and Research Course Form.



EAST ASIAN LANGUAGES AND CIVILIZATIONS

PROGRAM OF STUDY

The Department of East Asian Languages and Civilizations (EALC) offers a BA program in East Asian studies that introduces students to the traditional and modern civilizations of China, Japan, and Korea, and provides them with the opportunity to achieve a basic reading and speaking knowledge of Chinese, Japanese, and Korean. This program is interdisciplinary and students may take relevant courses in both the humanities and the social sciences.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students must take 13 courses toward an EALC major, with the possibility of placing out of three language credits. No courses may be double-counted toward general education requirements or minors requirements.

Students who plan to major in EALC are strongly encouraged (but not required) to meet the general education requirement in civilization studies by taking EALC 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV. This sequence is cross-listed with HIST 15100-15200-15300-15400 Introduction to the Civilizations of East Asia I-II-III-IV.

All EALC majors are required to take a three-quarter, second-year sequence in East Asian languages and to take EALC 27105 Concentrator's Seminar: Issues in East Asian Civilization, usually offered in the Winter Quarter.

To graduate with an EALC major, students must demonstrate competency in a primary East Asian language that is equivalent to at least two years of study through course work or petition. A beginning language sequence in the primary East Asian language cannot be counted as credit toward the major.

Three courses toward the major may be either an additional year of the primary East Asian language or a year of a secondary East Asian language. This language credit must be earned by registering for courses bearing University of Chicago course numbers. Students may use up to a total of six language courses to count toward their major and may not place out of more than three language credits: No matter the language proficiency, all students must take at least ten courses toward the major. A minimum of three of these courses should be in the same discipline (e.g., history, literature, art history). A maximum of six approved courses taken while studying abroad may be counted toward program requirements by petition.

Students wishing to meet their general education requirement with a sequence other than East Asian Civ, may take any East Asian Civ sequence course as a regular "content" course and count it toward the major.

Before declaring their major in EALC, students must meet with the director of undergraduate studies (typically before the end of their second year) to discuss their areas of interest.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

SUMMARY OF REQUIREMENTS

Three courses in a second-year East Asian language *	300
EALC 27105 Concentrator's Seminar: Issues in East Asian Civilization	100
Nine courses related to East Asia (three of which may be a further year of the same language, or a year of a second East Asian language, and three of which should be in one discipline)	900
<hr/>	
Total Units	1300

* Or credit for the equivalent as determined by petition.

BACHELOR'S THESIS AND HONORS

Students who have maintained an overall GPA of 3.0 or higher are eligible for honors. Students who do not wish to be considered for honors are not required to submit a bachelor's thesis for graduation. However, all students are eligible to write a bachelor's thesis upon submitting an acceptable proposal to the department. Students typically choose an adviser for their BA project in Spring Quarter of their third year. The project must be approved by both the adviser and the director of undergraduate studies early in the student's fourth year, typically by third week of Autumn Quarter. Interested students should consult the director of undergraduate studies for details concerning the proposal.

Students may not use the optional BA paper in this major to meet the BA paper or project requirement in another major. Students who wish to discuss an exception to this policy should consult the director of undergraduate studies before the end of their third year. Consent to use a single paper or project requires the approval of both program chairs on a form available from the College adviser. To be eligible for honors, students must enroll in Autumn and Winter Quarters of EALC 29500-29600 Senior Thesis Tutorial I-II. EALC 29500-29600 Senior Thesis Tutorial I-II may count as one credit toward the major. The BA paper must be substantially complete by the end of Winter Quarter. The BA paper may draw on material from other classes in the major; however, to receive credit for the Senior Thesis Tutorial and to be considered for honors, the student must write a paper that represents significant additional work. The BA paper is read by two members of the department and, if judged to be of A quality, the student is recommended for graduation with honors. Length and scope of the project should be agreed upon in consultation with the adviser. Use of original language material is desirable but not required.

GRADING

Students must receive quality grades in all courses taken to meet requirements in the major.

MINOR PROGRAM IN EAST ASIAN LANGUAGES AND CIVILIZATIONS

Students in other fields of study may complete a minor in EALC. The minor in EALC requires a total of seven courses chosen in consultation with the director of undergraduate studies. No more than three of these courses may be in an East Asian language (neither first-year modern language courses nor credit by petition may be used for this language option). Students who plan to pursue an EALC minor are encouraged to take EALC 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV to meet the general education requirement in civilization studies. EALC minors are not required to take EALC 27105.

Students who elect the minor program in EALC must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor by submitting a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

EAST ASIAN LANGUAGES & CIVILIZATIONS - CHINESE COURSES

CHIN 10100-10200-10300. Elementary Modern Chinese I-II-III.

This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of Spring Quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. In Spring Quarter, students are required to submit a video project for the Chinese Video Project Award. The class meets for five one-hour sessions a week. A drill session with the TA is held one hour a week in addition to scheduled class time. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 10100. Elementary Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10300. Elementary Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10300. Elementary Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11100-11200-11300. First-Year Chinese for Bilingual Speakers I-II-III.

This three-quarter series is intended for bilingual speakers of Chinese. Our objectives include teaching students standard pronunciation and basic skills in reading and writing, while broadening their communication skills for a wider range of contexts and functions. The class meets for three one-hour sessions a week. Consultation with instructor encouraged prior to enrollment. All courses in this sequence must be taken for a quality grade.

CHIN 11100. First-Year Chinese for Bilingual Speakers I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.

Terms Offered: Winter

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.

Terms Offered: Spring

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.

Terms Offered: Winter

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.

Terms Offered: Spring

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 20100-20200-20300. Intermediate Modern Chinese I-II-III.

The goal of this sequence is to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. The class meets for five one-hour sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 20100. Intermediate Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 10300 or placement

CHIN 20200. Intermediate Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 10300 or placement

CHIN 20300. Intermediate Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 10300 or placement

CHIN 20150. Readings in Literary Chinese III. Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): EALC 20510, EALC 40510

CHIN 20200. Intermediate Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 10300 or placement

CHIN 20300. Intermediate Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 10300 or placement

CHIN 20401-20402-20403. Advanced Modern Chinese I-II-III.

The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures. We begin with discussion in Chinese on topics relevant to modern China and then shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Discussion in Chinese required. The class meets for five one-hour sessions a week.

CHIN 20401. Advanced Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 30100

CHIN 20402. Advanced Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 30300

CHIN 20402. Advanced Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 30300

CHIN 20501-20502-20503. Fourth-Year Modern Chinese I-II-III.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

CHIN 20501. Fourth-Year Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 41100

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 41300

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 41300

CHIN 20509. Readings in Literary Chinese II. 100 Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): EALC 20509, EALC 40509

CHIN 20601-20602-20603. Fifth-Year Modern Chinese I-II-III.

This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one tutorial sessions to prepare for assigned language projects.

CHIN 20601. Fifth-Year Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 41300 or placement

Equivalent Course(s): CHIN 51100

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51100 or placement

Equivalent Course(s): CHIN 51200

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51200 or placement

Equivalent Course(s): CHIN 51300

CHIN 20602-20603. Fifth-Year Modern Chinese II-III.

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51100 or placement

Equivalent Course(s): CHIN 51200

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51200 or placement

Equivalent Course(s): CHIN 51300

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51200 or placement

Equivalent Course(s): CHIN 51300

CHIN 20701-20702-20703. Business Chinese I-II-III.

This three-quarter sequence aims at improving overall language skills and introduces business terminology. Students learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce.

The class meets for three ninety-minute sessions a week.

CHIN 20701. Business Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 31100

CHIN 20702. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 31200

CHIN 20703. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 31300

CHIN 20702. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 31200

CHIN 20703. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 31300

CHIN 20800-20900-21000. Elementary Literary Chinese I-II-III.

This course introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students read original texts of genres that include philosophy, memorials, and historical narratives. Spring Quarter is devoted exclusively to reading poetry. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

CHIN 20800. Elementary Literary Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): EALC 20800

CHIN 20900. Elementary Literary Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): EALC 20900

CHIN 21000. Elementary Literary Chinese III. 100 Units.

Instructor(s): D. Harper Terms Offered: Spring

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): EALC 21000

CHIN 20900. Elementary Literary Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): EALC 20900

CHIN 21000. Elementary Literary Chinese III. 100 Units.

Instructor(s): D. Harper Terms Offered: Spring

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): EALC 21000

CHIN 21100-21200-21300. Accelerated Modern Chinese for Bilingual Speakers I-II-III.

This three-quarter sequence offers texts from both Intermediate Modern Chinese (CHIN 20100-20200-20300) and Advanced Modern Chinese (CHIN 30100-30200-30300). Our goal is to help bilingual students further develop listening, speaking, reading, and writing skills. Extensive reading is encouraged, and writing is strongly emphasized. The class meets for five one-hour sessions a week.

CHIN 21100. Accelerated Modern Chinese for Bilingual Speakers I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 11300 or placement

Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 11300 or placement

Note(s): No auditors permitted.

CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 11300 or placement

Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 11300 or placement

Note(s): No auditors permitted.

CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 11300 or placement

Note(s): No auditors permitted.

CHIN 23206. Medieval Chinese Visual Cult. 100 Units.

Equivalent Course(s): ARTH 22204, ARTH 32004, CHIN 33206, EALC 23206

CHIN 30100-30200-30300. Advanced Modern Chinese I-II-III.

The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures. We begin with discussion in Chinese on topics relevant to modern China and then shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Discussion in Chinese required. The class meets for five one-hour sessions a week.

CHIN 30100. Advanced Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20401

CHIN 30200. Advanced Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20402

CHIN 30300. Advanced Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20403

CHIN 30200. Advanced Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20402

CHIN 30300. Advanced Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20403

CHIN 31100-31200-31300. Business Chinese I-II-III.

This three-quarter sequence aims at improving overall language skills and introduces business terminology. Students learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce.

The class meets for three ninety-minute sessions a week.

CHIN 31100. Business Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20701

CHIN 31200. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20702

CHIN 31300. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20703

CHIN 31200. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20702

CHIN 31300. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20300 or placement

Equivalent Course(s): CHIN 20703

CHIN 33206. Medieval Chinese Visual Cult. 100 Units.

Equivalent Course(s): ARTH 22204, ARTH 32004, CHIN 23206, EALC 23206

CHIN 41100-41200-41300. Fourth-Year Modern Chinese I-II-III.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

CHIN 41100. Fourth-Year Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 20501

CHIN 41200. Fourth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 20502

CHIN 41300. Fourth-Year Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 20503

CHIN 41200-41300. Fourth-Year Modern Chinese II-III.

CHIN 41200. Fourth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 20502

CHIN 41300. Fourth-Year Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 20503

CHIN 41300. Fourth-Year Modern Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 30300 or placement

Equivalent Course(s): CHIN 20503

CHIN 51100-51200-51300. Fifth-Year Modern Chinese I-II-III.

This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one tutorial sessions to prepare for assigned language projects.

CHIN 51100. Fifth-Year Modern Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 41300 or placement

Equivalent Course(s): CHIN 20601

CHIN 51200. Fifth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51100 or placement

Equivalent Course(s): CHIN 20602

CHIN 51300. Fifth-Year Modern Chinese III. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51200 or placement

Equivalent Course(s): CHIN 20603

CHIN 51200-51300. Fifth-Year Modern Chinese II-III.

CHIN 51200. Fifth-Year Modern Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51100 or placement

Equivalent Course(s): CHIN 20602

CHIN 51300. Fifth-Year Modern Chinese III. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51200 or placement

Equivalent Course(s): CHIN 20603

CHIN 51300. Fifth-Year Modern Chinese III. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 51200 or placement

Equivalent Course(s): CHIN 20603

EAST ASIAN LANGUAGES & CIVILIZATIONS - JAPANESE COURSES

JAPN 10100-10200-10300. Elementary Modern Japanese I-II-III.

This is the first year of a three-year program, which is intended to provide students with a thorough grounding in modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading, and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

JAPN 10100. Elementary Modern Japanese I. 100 Units.

Terms Offered: Autumn

JAPN 10200. Elementary Modern Japanese II. 100 Units.

Terms Offered: Winter

JAPN 10300. Elementary Modern Japanese III. 100 Units.

Terms Offered: Spring

JAPN 10200. Elementary Modern Japanese II. 100 Units.

Terms Offered: Winter

JAPN 10300. Elementary Modern Japanese III. 100 Units.

Terms Offered: Spring

JAPN 20100-20200-20300. Intermediate Modern Japanese I-II-III.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. Classes conducted mostly in Japanese. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

JAPN 20100. Intermediate Modern Japanese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20200. Intermediate Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20200. Intermediate Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20401-20402-20403. Advanced Modern Japanese I-II-III.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

JAPN 20401. Advanced Modern Japanese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 30100

JAPN 20402. Advanced Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 30300

JAPN 20402. Advanced Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 30300

JAPN 20500-20600-20700. Fourth-Year Modern Japanese I-II-III.

This course is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments include academic theses in psychology and anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing assignments. The class meets for two eighty-minute sessions a week.

JAPN 20500. Fourth-Year Modern Japanese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 40500

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 40600

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 40700

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 40600

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 40700

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.

This course focuses on learning spoken Japanese that is aimed at native speakers. Our goals are to get students accustomed to that sort of authentic Japanese and to enable them to speak with high fluency. To keep the balance, writing and reading materials are provided. Students are encouraged to watch videos and practice their speaking.

JAPN 21200. Intermediate Modern Japanese through Japanimation I. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20100 or consent of instructor.

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20100 or consent of instructor.

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20100 or consent of instructor.

JAPN 24001. Love and Eros: Japanese History. 100 Units.

Equivalent Course(s): GNSE 24001,GNSE 34001,HIST 24001,HIST 34001,JAPN 34001

JAPN 25506. Gender and Japanese History. 100 Units.

This course explores issues of gender within Japanese history from ancient to modern times, with a focus on the period from the eighteenth to the twentieth centuries.

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

Equivalent Course(s): EALC 25506,GNSE 24701,GNSE 34700,JAPN 35506,HIST 34802,HIST 24802

JAPN 30100-30200-30300. Advanced Modern Japanese I-II-III.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

JAPN 30100. Advanced Modern Japanese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 20401

JAPN 30200. Advanced Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 20402

JAPN 30300. Advanced Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 20403

JAPN 30200. Advanced Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 20402

JAPN 30300. Advanced Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 20403

JAPN 30800-30900-31000. Reading Scholarly Japanese I-II-III.

This course focuses on the reading of scholarly Japanese materials with the goal of enabling students to do independent research in Japanese after the course's completion. The materials are selected from a wide range of disciplines covering the past three centuries

JAPN 30800. Reading Scholarly Japanese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

JAPN 30900. Reading Scholarly Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

JAPN 31000. Reading Scholarly Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

JAPN 30900. Reading Scholarly Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

JAPN 31000. Reading Scholarly Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

JAPN 34001. Love and Eros: Japanese History. 100 Units.

Equivalent Course(s): GNSE 24001,GNSE 34001,HIST 24001,HIST 34001,JAPN 24001

JAPN 35506. Gender and Japanese History. 100 Units.

This course explores issues of gender within Japanese history from ancient to modern times, with a focus on the period from the eighteenth to the twentieth centuries.

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

Equivalent Course(s): EALC 25506,GNSE 24701,GNSE 34700,JAPN 25506,HIST 34802,HIST 24802

JAPN 40500-40600-40700. Fourth-Year Modern Japanese I-II-III.

This course is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments include academic theses in psychology and anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing assignments. The class meets for two eighty-minute sessions a week.

JAPN 40500. Fourth-Year Modern Japanese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 20500

JAPN 40600. Fourth-Year Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 20600

JAPN 40700. Fourth-Year Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 20700

JAPN 40600. Fourth-Year Modern Japanese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 20600

JAPN 40700. Fourth-Year Modern Japanese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): JAPN 30300 or equivalent

Equivalent Course(s): JAPN 20700

EAST ASIAN LANGUAGES & CIVILIZATIONS - KOREAN COURSES

KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.

This introductory course is designed to provide a basic foundation in modern Korean language and culture by focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Students in KORE 10100 begin by learning the complete Korean writing system (Hangul), which is followed by lessons focusing on basic conversational skills and grammatical structures. To provide sufficient opportunities to apply what has been learned in class, there are small group drill sessions, weekly Korean television drama screenings, and a number of other cultural activities (e.g., Korean New Year's game competitions). The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 10100. Introduction to the Korean Language I. 100 Units.

Terms Offered: Autumn

KORE 10200. Introduction to the Korean Language II. 100 Units.

Terms Offered: Winter

KORE 10300. Introduction to the Korean Language III. 100 Units.

Terms Offered: Spring

KORE 10200. Introduction to the Korean Language II. 100 Units.

Terms Offered: Winter

KORE 10300. Introduction to the Korean Language III. 100 Units.

Terms Offered: Spring

KORE 20100-20200-20300. Intermediate Korean I-II-III.

As a continuation of KORE 10100-10200-10300, this course is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20100. Intermediate Korean I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20200. Intermediate Korean II. 100 Units.

Terms Offered: Winter

Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20300. Intermediate Korean III. 100 Units.

Terms Offered: Spring

Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20200. Intermediate Korean II. 100 Units.

Terms Offered: Winter

Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20300. Intermediate Korean III. 100 Units.

Terms Offered: Spring

Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20401-20402-20403. Advanced Korean I-II-III.

This course introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20401. Advanced Korean I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 30100

KORE 20402. Advanced Korean II. 100 Units.

Terms Offered: Winter

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 30200

KORE 20403. Advanced Korean III. 100 Units.

Terms Offered: Spring

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 30300

KORE 20402. Advanced Korean II. 100 Units.

Terms Offered: Winter

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 30200

KORE 20403. Advanced Korean III. 100 Units.

Terms Offered: Spring

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 30300

KORE 22100. Korean Contemporary TV and Language. 100 Units.

KORE 42100 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We study and analyze genres of Korean TV programs on the internet (e.g., such dramas as soap operas and sitcoms, entertainment talk shows, children's shows, news programs). Main discussion topics are sociolinguistics and socio-cultural issues (e.g., speech levels, honorifics and address terms, language and gender, pragmatics and speech acts, language and nationalism).

Terms Offered: Autumn

Prerequisite(s): KORE 30300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 42100

KORE 22200. Contemporary Korean Society and History through Fiction and Film. 100 Units.

KORE 42200 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We analyze cultural and historical issues in contemporary Korea through four contemporary short novels and related film and media. Other goals are to foster fluency, accuracy, and comprehension in reading authentic contemporary texts, as well as advancing language skills for formal presentation, discussion, and writing.

Terms Offered: Winter

Prerequisite(s): KORE 30300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 42200

KORE 22300. Changing Identity of Contemporary Korean through Film and Literature. 100 Units.

KORE 42300 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. In particular, we deal with how contemporary Korean society can be understood through the diverse perspectives of emergent minority groups. Topics include Korean language and identity, gender and sexuality, and Korea as a multi-ethnic society. Class activities include watching contemporary films featuring minorities in Korea. We also read essays written by minorities (e.g., Korean-Japanese, Russian-Korean) and Korean social activists. Student are encouraged to foster their own views on contemporary social issues through diverse activities of discussion, debate, presentation, and writing.

Terms Offered: Spring

Prerequisite(s): KORE 30300 or equivalent or consent of instructor

Equivalent Course(s): KORE 42300

KORE 30100-30200-30300. Advanced Korean I-II-III.

This course introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 30100. Advanced Korean I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 20401

KORE 30200. Advanced Korean II. 100 Units.

Terms Offered: Winter

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 20402

KORE 30300. Advanced Korean III. 100 Units.

Terms Offered: Spring

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 20403

KORE 30200. Advanced Korean II. 100 Units.

Terms Offered: Winter

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 20402

KORE 30300. Advanced Korean III. 100 Units.

Terms Offered: Spring

Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 20403

KORE 42100. Korean Contemporary TV and Language. 100 Units.

KORE 42100 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We study and analyze genres of Korean TV programs on the internet (e.g., such dramas as soap operas and sitcoms, entertainment talk shows, children's shows, news programs). Main discussion topics are sociolinguistics and socio-cultural issues (e.g., speech levels, honorifics and address terms, language and gender, pragmatics and speech acts, language and nationalism).

Terms Offered: Autumn

Prerequisite(s): KORE 30300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 22100

KORE 42200. Contemporary Korean Society and History through Fiction and Film. 100 Units.

KORE 42200 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We analyze cultural and historical issues in contemporary Korea through four contemporary short novels and related film and media. Other goals are to foster fluency, accuracy, and comprehension in reading authentic contemporary texts, as well as advancing language skills for formal presentation, discussion, and writing.

Terms Offered: Winter

Prerequisite(s): KORE 30300 or equivalent, or consent of instructor.

Equivalent Course(s): KORE 22200

KORE 42300. Changing Identity of Contemporary Korean through Film and Literature. 100 Units.

KORE 42300 is a content-based language course designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. In particular, we deal with how contemporary Korean society can be understood through the diverse perspectives of emergent minority groups. Topics include Korean language and identity, gender and sexuality, and Korea as a multi-ethnic society. Class activities include watching contemporary films featuring minorities in Korea. We also read essays written by minorities (e.g., Korean-Japanese, Russian-Korean) and Korean social activists. Student are encouraged to foster their own views on contemporary social issues through diverse activities of discussion, debate, presentation, and writing.

Terms Offered: Spring

Prerequisite(s): KORE 30300 or equivalent or equivalent or consent of instructor

Equivalent Course(s): KORE 22300

EAST ASIAN LANGUAGES & CIVILIZATIONS COURSES

EALC 10800-10900-11000-15400. Introduction to the Civilizations of East Asia I-II-III-IV.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

EALC 10800. Introduction to the Civilizations of East Asia I. 100 Units.

Instructor(s): G. Alitto Terms Offered: Autumn

Equivalent Course(s): HIST 15100,CRES 10800,SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400,SOSC 23801

EALC 10900-11000-15400. Introduction to the Civilizations of East Asia II-III-IV.**EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.**

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400,SOSC 23801

EALC 11000-15400. Introduction to the Civilizations of East Asia III-IV.**EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.**

Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400,SOSC 23801

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400,SOSC 23801

EALC 16100. Art of Asia: China. 100 Units.

This course is an introduction to the arts of China focusing on major monuments and artworks produced in imperial, aristocratic, literati, religious, and public milieus. Lectures will reconstruct the functions and the meanings of objects, to better understand Chinese culture through the objects it produced.

Instructor(s): Wu Hung Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 16100

EALC 16806. Arts of Japan. 100 Units.

This course surveys the arts of the Japanese archipelago through the study of selected major sites and artifacts. We will consider objects in their original contexts and in the course of transmission and reinterpretation across space and time. How did Japanese visual culture develop in the interaction with objects and ideas from China, Korea, and the West? Prehistoric artifacts, the Buddhist temple, imperial court culture, the narrative handscroll, the tea ceremony, folding screens, and woodblock prints are among the topics covered.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 16800

EALC 16910. Modern Japanese Art and Architecture. 100 Units.

This course takes the long view of modern Japanese art and architecture with a focus on the changing relationships between object and viewer in the 19th and 20th centuries. Beginning in the late eighteenth century with the flowering of revivalist and individualist trends and the explosion of creativity in the woodblock prints of Hokusai and others, we will then turn to examine Western-style architecture and painting in the late nineteenth century; socialism, art criticism, and the emergence of the avant garde in the early twentieth century. Also covered are interwar architectural modernism, art during World War II, and postwar movements such as Gutai and Mono-ha. No familiarity with art history or Japan is required.

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 16910

EALC 17110. Sinotopos: Chinese Landscape Representation and Interpretation. 100 Units.

This course surveys major areas of study in the Chinese landscape painting tradition, focusing on the history of its pictorial representation during pre-modern eras. Areas for consideration may include: first emergence and subsequent developments of the genre in court and literati arenas; landscape aesthetics and theoretical foundations; major attributed works in relation to archaeological evidence. Emphasis is on artistic options and the exercise of choice within the context of social, political, religious, and economic forces. Students are expected to gain skills in formal analysis through looking with reading, and a critical perspective on the processes of art historical placement and interpretation based on assigned readings in secondary literature.

Instructor(s): P. Foong Terms Offered: Spring

Equivalent Course(s): ARTH 17710

EALC 17207. Image and Word in Chinese Art. 100 Units.

The dynamic interplay between painting, poetry, and calligraphy in the Chinese tradition is encapsulated by Su Shi's observation that there is "poetry in painting, and painting in poetry." Further articulation of this truism requires us to examine developing modes of visual expression, and to define ways in which a painting might be "written," or a text "imaged." We consider case studies which demonstrate increasingly fluid negotiation between these mediums: from pictures that labor in "illustrative" juxtaposition with didactic texts (image vs. word), to representations of the natural world that are inscribed with poetry as sites of social and cultural identity (image cf. word), and which achieve formal and conceptual integration in expressive purpose (imageword).

Instructor(s): P. Foong Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 17207

EALC 20101. Skills and Methods in Chinese Painting History. 100 Units.

This course aims to provide groundwork skills for conducting primary research in Chinese painting history. Emphasis will be on sinological tools and standard resources relevant to the study of early periods, especially the Song and Yuan Dynasty. To develop proficiencies in analyzing materials (silk, paper, mounting, ink, color) and investigating provenance (identifying seals, inscriptions). To gain familiarity with the scholarship on issues of connoisseurship, authenticity, and quality judgment. Weekly task-based reports. Final research paper.

Instructor(s): P. Foong Terms Offered: Autumn

Equivalent Course(s): ARTH 22609, ARTH 32609, EALC 30101

EALC 20210. Arts of Asia: Korea. 100 Units.

This course is an introduction to the visual arts of Korea from prehistory to the contemporary period and is organized both chronologically and thematically. The course considers objects within a variety of contexts (i.e., archaeological, cultural, historical, social, and ritual/religious) to both examine the meaning and function of the objects and to consider the issues of cultural transmission and exchange. In addition to better understand Korean culture, the aim of the course is to develop the skills of formal analysis, critical thinking, and writing about visual arts.

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 16109

EALC 20509. Readings in Literary Chinese II. 100 Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 20509, EALC 40509

EALC 20510. Readings in Literary Chinese III. Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 20150, EALC 40510

EALC 20800-20900-21000. Elementary Literary Chinese I-II-III.

This course introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students read original texts of genres that include philosophy, memorials, and historical narratives. Spring Quarter is devoted exclusively to reading poetry. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

EALC 20800. Elementary Literary Chinese I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): CHIN 20800

EALC 20900. Elementary Literary Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): CHIN 20900

EALC 21000. Elementary Literary Chinese III. 100 Units.

Instructor(s): D. Harper Terms Offered: Spring

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): CHIN 21000

EALC 20900-21000. Elementary Literary Chinese II-III.**EALC 20900. Elementary Literary Chinese II. 100 Units.**

Terms Offered: Winter

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): CHIN 20900

EALC 21000. Elementary Literary Chinese III. 100 Units.

Instructor(s): D. Harper Terms Offered: Spring

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): CHIN 21000

EALC 21000. Elementary Literary Chinese III. 100 Units.

Instructor(s): D. Harper Terms Offered: Spring

Prerequisite(s): CHIN 20300 or consent of instructor

Equivalent Course(s): CHIN 21000

EALC 22027. The Modern Japanese Novel. 100 Units.

This course offers an introduction to modern Japanese literature through the figure of the novel. We begin in the late-nineteenth century, when a new generation of writers sought to come to terms with this world historical form, and end in the twenty-first, with writers trying to sustain the form through graphic art and digital media. Along the way, we will consider some of the debates that have intervened in the novel's evolution: between pure and popular literature, art and politics, self and other, native and foreign. We also look at how the form itself has responded to shifting modes of cultural production and to shifting historical conditions. Authors covered will include Natsume Soseki, Tanizaki Jun'ichiro, Kawabata Yasunari, Oe Kenzaburo, Tawada Yoko, and Murakami Haruki. All works will be read in English.

Instructor(s): Long

Note(s): Undergrads only

EALC 22501. Political and Intellectual History of China, A.D. 100-700. 100 Units.

Dynastic failures to maintain both court and local control after about 150 AD: Local leading families during E. Han and Three Kingdoms periods, Political pressures from non-Chinese states to the north and northwest, Elite concerns that led to personal and factional power: management of political legitimacy; reading, editing, and pedagogy; antiquarianism and collecting that led to reevaluations of history. Voices of interiority and selfhood: Poetic voices of entertainment and independence among leading personalities, Other voices of counter-culture and cultural hierarchies. Factions and dynastic turnover in the Jin and the South Dynasties (265-525 AD): Cultural and religious trends of this time: political implications, Social organization in northern China in this period. The nature of our sources: Collections and transmissions of texts, Texts from discovered tombs, Other sources. The Tang Dynasty as a New Military Type, 600-750 AD: Organization of the Tang state, Tang China and the wider world. Trends in Tang-era thought: Belles lettres as social and career process, statecraft, institutions. Overview of major changes from late-Han to Tang.

Instructor(s): H. Goodman Terms Offered: Winter

EALC 22501. Political and Intellectual History of China, A.D. 100-700. 100 Units.

Dynastic failures to maintain both court and local control after about 150 AD: Local leading families during E. Han and Three Kingdoms periods, Political pressures from non-Chinese states to the north and northwest, Elite concerns that led to personal and factional power: management of political legitimation; reading, editing, and pedagogy; antiquarianism and collecting that led to reevaluations of history. Voices of interiority and selfhood: Poetic voices of entertainment and independence among leading personalities, Other voices of counter-culture and cultural hierarchies. Factions and dynastic turnover in the Jin and the South Dynasties (265-525 AD): Cultural and religious trends of this time: political implications, Social organization in northern China in this period. The nature of our sources: Collections and transmissions of texts, Texts from discovered tombs, Other sources. The Tang Dynasty as a New Military Type, 600-750 AD: Organization of the Tang state, Tang China and the wider world. Trends in Tang-era thought: Belles lettres as social and career process, statecraft, institutions. Overview of major changes from late-Han to Tang.

Instructor(s): H. Goodman Terms Offered: Winter

EALC 23206. Medieval Chinese Visual Cult. 100 Units.

Equivalent Course(s): ARTH 22204, ARTH 32004, CHIN 23206, CHIN 33206

EALC 24500. Reading Qing Documents. 100 Units.

Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.

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

Equivalent Course(s): HIST 24500, EALC 34500, HIST 34500

EALC 24607. Chinese Independent Documentary Film. 100 Units.

Instructor(s): P. Iovene Terms Offered: Spring

Equivalent Course(s): EALC 34607

EALC 24607. Chinese Independent Documentary Film. 100 Units.

Instructor(s): P. Iovene Terms Offered: Spring

Equivalent Course(s): EALC 34607

EALC 24613. Representations of Japaneseness. 100 Units.

What is culture, and how is cultural identity developed and communicated in a diverse global context? This course explores representations of Japanese culture—both by the non-Japanese audience and by Japanese themselves throughout key moments of Japan's cultural identity crisis in the modern era. We will use examples of representations from Japanese history as windows through which to explore issues of nation-consciousness, the physical and mental "nature" of a people, membership in a culture, propaganda and cultural conflict, and how these issues arise and are shaped with each iteration of cultural representation.

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

Note(s): Limit 12

EALC 24710. Japan and the World in 19th Century Art. 100 Units.

This seminar will explore artistic interaction between Japan and the West in the late 19th century. Topics include: changing European and American views of Japan and its art, the use of Japanese pictorial “sources” by artists such as Monet and Van Gogh, Japan’s invocation by decorative arts reformers, Japanese submissions to the world’s fairs, and new forms of Japanese art made for audiences within Japan. Class sessions and a research project are designed to offer different geographical and theoretical perspectives and to provide evidence of how Japonisme appeared from late 19th-century Japanese points of view.

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

Equivalent Course(s): ARTH 24710, ARTH 34710, EALC 34710

EALC 24720. The Japanese Empire and Nation Formations in East Asia. 100 Units.

The rise and fall of the Japanese colonial empire in the first half of the twentieth century is an event of singular importance in the history of modern Japan as well as its concurrent East Asia. This course surveys the imperial or colonial roots of the formation of modern East Asian nations—mainly Japan but also Taiwan, Korea, and China—with a focus on the complex interplays between nationalism and imperialism or colonialism. By examining several key issues of colonial studies, we will look at the intertwinement and tensions between empire-building and nation-forming. All readings are in English

Instructor(s): W. Chen Terms Offered: Winter

Equivalent Course(s): HIST 24111

EALC 24807. History of Japanese Philosophy. 100 Units.

What is philosophy and why does looking at Japanese philosophy make a difference? By examining Buddhist, Confucian, Shinto, and modern academic philosophical traditions, this course will provide a history of ideas found in Japan and central to thinking about being/non-being, government, ethics, aesthetics, economics, faith, and practice.

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

Equivalent Course(s): EALC 34807, HIST 34806, HIST 24806

EALC 24900. The Art of Ancestral Worship. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 20100, ARTH 30100, EALC 34900, RLST 27600

EALC 24902. Mimesis. 100 Units.

This course introduces the concept of mimesis (imitation, representation), tracing it from Plato and Aristotle through some of its reformulations in recent literary, feminist, and critical theory. Topics include desire, postcolonialism, and non-Western aesthetic traditions. Readings may include Plato, Aristotle, Euripides’s *Bacchae*, Book of Songs, Lu Ji’s *Rhapsody on Literature*, Auerbach, Butler, Derrida, and Spivak.

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

Note(s): This course meets the critical/intellectual methods course requirement for students who are majoring in Comparative Literature.

Equivalent Course(s): GNSE 24903, CMLT 24902

EALC 25506. Gender and Japanese History. 100 Units.

This course explores issues of gender within Japanese history from ancient to modern times, with a focus on the period from the eighteenth to the twentieth centuries.

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

Equivalent Course(s): GNSE 24701,GNSE 34700,JAPN 25506,JAPN 35506,HIST 34802,HIST 24802

EALC 26201. Medicine and Culture in Modern East Asia. 100 Units.

This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine, the struggles over public health, gender, medicine, and modernity, consumer culture, and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): EALC 36201,HIST 34206,HIST 24206

EALC 26500. The Shi Jing: Classic of Poetry. 100 Units.

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

Equivalent Course(s): EALC 36500

EALC 26510. The Chinese Classics. 100 Units.

In this course we will survey the early histories of the Chinese Classics: the Classics of Changes, Documents and Poetry, the Springs and Autumns, and the Three Ritual classics, focusing on two different questions: first, how the classics were first composed and then how they came to be reinterpreted in later times; and second, how recent archaeological discoveries inform the re-reading of the classics, and the role this re-reading has played in modern Chinese historiography.

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

EALC 27105. Concentrator's Seminar: Issues in East Asian Civilization. 100 Units.

This seminar (required for all East Asian majors) is intended to expose students to the different disciplines and areas represented in the study of East Asia at the University of Chicago. Students should take this chance to meet fellow majors in the various areas of East Asian Studies and to familiarize themselves with the work of faculty members. Third year students should be already thinking about finding a topic and a faculty advisor for a senior thesis. Conventionally, the Concentrators Seminar is organized around a theme. The goal of this interdisciplinary seminar is to expose students to a range of important problems and methods across time and space in the study of China, Japan and Korea. Guest lecturers and reading assigned by different University of Chicago faculty members are an integral part of the course. Students work on an individual research project tailored to their own interests, which they may subsequently develop into a B.A paper. This course is offered every year; however the quarter may change. Religion and Politics of East Asia.

Instructor(s): Bourdaghs Terms Offered: Winter

EALC 27708. Feminine Space in Chinese Art. 100 Units.

“Feminine space” denotes an architectural or pictorial space that is perceived, imagined, and represented as a woman. Unlike an isolated female portrait or an individual female symbol, a feminine space is a spatial entity: an artificial world composed of landscape, vegetation, architecture, atmosphere, climate, color, fragrance, light, and sound, as well as selected human occupants and their activities. This course traces the construction of this space in traditional Chinese art (from the second to the eighteenth centuries) and the social/political implications of this constructive process.

Instructor(s): Wu Hung Terms Offered: Spring

Equivalent Course(s): ARTH 39400, EALC 37708, ARTH 29400

EALC 28400. Communities, Media and Selves in Modern Chinese Literature. 100 Units.

Instructor(s): Iovene Terms Offered: Winter

Equivalent Course(s): EALC 38400

EALC 29401. The Ghost Tradition in Chinese Literature, Opera and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments? This course will explore the complex meanings, both literal and figurative, of ghosts and spirits in Chinese culture across a range of genres: the ghost story, opera, visual imagery, and film. Issues to be explored include: 1) the confrontation of individual mortality and collective anxieties over the loss of the historical past; 2) the relationship between the supernatural, gender, and sexuality; 3) the visualization of ghosts and spirits in art, theater, and cinema; 4) the politics of ghosts in modern times. Course readings will be in English translation, and no prior background is required, but students who read Chinese will be encouraged to work with sources in the original. This year’s class will be designed to take full advantage of special Chicago events in spring 2014, notably the exhibition “Performing Images: Opera in Chinese Visual Culture” at the Smart Museum, and Mary Zimmerman’s new production of *The White Snake* at the Goodman Theater.#

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

Equivalent Course(s): EALC 39401, TAPS 28491, GNSE 29401, GNSE 39401

EALC 29500-29600. Senior Thesis Tutorial I-II.

One quarter of this sequence may be counted for credit in the major.

EALC 29500. Senior Thesis Tutorial I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form.

EALC 29600. Senior Thesis Tutorial II. 100 Units.

Terms Offered: Winter

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form.

EALC 30100. Mimesis. 100 Units.

This course will examine one of the central concepts of comparative literature: mimesis (imitation). We will investigate traditional theoretical and historical debates concerning literary and visual mimesis as well as more recent discussions of its relation to non-western and colonial contexts. Readings will include Aristotle, Auerbach, Butler, Spivak, and Taussig. Students are encouraged to write final papers on their own research topics while engaging with issues discussed through the course.

Instructor(s): T. Chin Terms Offered: Winter 2013

Equivalent Course(s): CLAS 39200, CMLT 30202

EALC 30101. Skills and Methods in Chinese Painting History. 100 Units.

This course aims to provide groundwork skills for conducting primary research in Chinese painting history. Emphasis will be on sinological tools and standard resources relevant to the study of early periods, especially the Song and Yuan Dynasty. To develop proficiencies in analyzing materials (silk, paper, mounting, ink, color) and investigating provenance (identifying seals, inscriptions). To gain familiarity with the scholarship on issues of connoisseurship, authenticity, and quality judgment. Weekly task-based reports. Final research paper.

Instructor(s): P. Foong Terms Offered: Autumn

Equivalent Course(s): ARTH 22609, ARTH 32609, EALC 20101

EALC 31851. Zhuangzi: Lit, Phil, or Something Else. 100 Units.

The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries. Requirement: classical Chinese.

Instructor(s): H. Saussy Terms Offered: Winter

Prerequisite(s): Requirement: classical Chinese

Equivalent Course(s): CMLT 31851, FNLD 22306

EALC 34500. Reading Qing Documents. 100 Units.

Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.

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

Equivalent Course(s): HIST 24500, EALC 24500, HIST 34500

EALC 34607. Chinese Independent Documentary Film. 100 Units.

Instructor(s): P. Iovene Terms Offered: Spring

Equivalent Course(s): EALC 24607

EALC 34710. Japan and the World in 19th Century Art. 100 Units.

This seminar will explore artistic interaction between Japan and the West in the late 19th century. Topics include: changing European and American views of Japan and its art, the use of Japanese pictorial “sources” by artists such as Monet and Van Gogh, Japan’s invocation by decorative arts reformers, Japanese submissions to the world’s fairs, and new forms of Japanese art made for audiences within Japan. Class sessions and a research project are designed to offer different geographical and theoretical perspectives and to provide evidence of how Japonisme appeared from late 19th-century Japanese points of view.

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

Equivalent Course(s): ARTH 24710, ARTH 34710, EALC 24710

EALC 34807. History of Japanese Philosophy. 100 Units.

What is philosophy and why does looking at Japanese philosophy make a difference? By examining Buddhist, Confucian, Shinto, and modern academic philosophical traditions, this course will provide a history of ideas found in Japan and central to thinking about being/non-being, government, ethics, aesthetics, economics, faith, and practice.

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

Equivalent Course(s): EALC 24807, HIST 34806, HIST 24806

EALC 34900. The Art of Ancestral Worship. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 20100, ARTH 30100, EALC 24900, RLST 27600

EALC 36201. Medicine and Culture in Modern East Asia. 100 Units.

This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of “Western medicine” and its impact for “traditional” medicine, the struggles over public health, gender, medicine, and modernity, consumer culture, and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): EALC 26201, HIST 34206, HIST 24206

EALC 36500. The Shi Jing: Classic of Poetry. 100 Units.

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

Equivalent Course(s): EALC 26500

EALC 37708. Feminine Space in Chinese Art. 100 Units.

“Feminine space” denotes an architectural or pictorial space that is perceived, imagined, and represented as a woman. Unlike an isolated female portrait or an individual female symbol, a feminine space is a spatial entity: an artificial world composed of landscape, vegetation, architecture, atmosphere, climate, color, fragrance, light, and sound, as well as selected human occupants and their activities. This course traces the construction of this space in traditional Chinese art (from the second to the eighteenth centuries) and the social/political implications of this constructive process.

Instructor(s): Wu Hung Terms Offered: Spring

Equivalent Course(s): ARTH 39400, EALC 27708, ARTH 29400

EALC 38400. Communities, Media and Selves in Modern Chinese Literature. 100 Units.

Instructor(s): Iovene Terms Offered: Winter

Equivalent Course(s): EALC 28400

EALC 39401. The Ghost Tradition in Chinese Literature, Opera and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments? This course will explore the complex meanings, both literal and figurative, of ghosts and spirits in Chinese culture across a range of genres: the ghost story, opera, visual imagery, and film. Issues to be explored include: 1) the confrontation of individual mortality and collective anxieties over the loss of the historical past; 2) the relationship between the supernatural, gender, and sexuality; 3) the visualization of ghosts and spirits in art, theater, and cinema; 4) the politics of ghosts in modern times. Course readings will be in English translation, and no prior background is required, but students who read Chinese will be encouraged to work with sources in the original. This year’s class will be designed to take full advantage of special Chicago events in spring 2014, notably the exhibition “Performing Images: Opera in Chinese Visual Culture” at the Smart Museum, and Mary Zimmerman’s new production of *The White Snake* at the Goodman Theater.#

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

Equivalent Course(s): TAPS 28491, GNSE 29401, GNSE 39401, EALC 29401

EALC 40456. Media, History, East Asia. 100 Units.

This seminar serves as an introduction to theories of media and mediation in the context of scholarship on East Asia. "Media" has come to be a ubiquitous term in how we think not just about technologies of communication and dissemination, but also about literature, music, film, and other forms of cultural production. In this course we will look at how the concept has been taken up in recent work on China, Japan, and Korea, and raise questions about how this work has drawn on media theories from elsewhere; how it has sought to develop or recover locally inflected theories of media; and how it is we might distinguish between the two. Our task, then, will be to consider how media theory and media history have been done, but also to speculate on how they can and should be done within an area studies framework.

Instructor(s): Long Terms Offered: Winter

Note(s): Grad students only

EALC 40508. Readings in Literary Chinese I. 100 Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): EALC 20508, CHIN 20508

EALC 40509. Readings in Literary Chinese II. 100 Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): EALC 20509, CHIN 20509

EALC 40510. Readings in Literary Chinese III. Units.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): EALC 20510, CHIN 20150

EALC 41455. Peach Blossom Fan. 100 Units.

This course will concentrate on reading Peach Blossom Fan, Kong Shangren's (1648 - 1718) masterpiece of historical drama, in the original Chinese. Issues to be explored include: the early Qing reassessment of late Ming entertainment culture as part of a commemoration of the fallen dynasty; antiquarianism, material culture, and the reenactment of the past on the stage; contextualizing Kong Shangren's dramatic oeuvre within the early Qing literary and theatrical world.#

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

Prerequisite(s): Command of Literary Chinese

EALC 42512. The Painter's Project in Japan, 1750-1930. 100 Units.

This course examines the varied and changing positions of the painter in Japan from the 18th through early 20th centuries. We will consider approaches to the negotiation of artistic selfhood, historical consciousness, copying and the archive, tropes of originality and eccentricity, as well as limitations placed on painters based on gender, socioeconomic background, and region. Painters under investigation include Jakuchu, Hokusai, Takahashi Yuichi, Kyosai, Uemura Shoen, Foujita, Kishida Ryusei, and early Japanese-American artists. Students interested in pursuing comparative work between Japan and another region are encouraged to do so

Instructor(s): C. Foxwell Terms Offered: Winter

Equivalent Course(s): ARTH 42512

EALC 42609. Seminar: Japanese Handscroll Paintings. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 44909

EALC 42610. Imperial Collections of Chinese Painting & Calligraphy. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 42610

EALC 44420. Facism and Japanese Culture. 100 Units.

This course will explore multiple definitions of fascism in relation to modern Japanese culture. We will read works of literature and literary criticism typically identified as fascist, as well as Japanese critiques of fascism, from the 1930s and beyond. We will also read a number of theoretical texts from Japan and elsewhere that analyze fascism as a political and cultural form. Advanced reading knowledge of Japanese is required; a large portion of the course readings will be in Japanese, although some selections will be provided in English.

Instructor(s): Bourdaghs Terms Offered: Spring

Prerequisite(s): Advanced Japanese

Note(s): Grad students only

EALC 45530. Manuscript Culture in Ancient and Medieval China. 100 Units.

Thousands of Chinese manuscripts dating between the fifth century B.C. and the tenth century A.D. have been discovered since the beginning of the twentieth century, with new discoveries continuing to the present. This seminar addresses theoretical and methodological approaches to engaging in research on the manuscripts ,Thousands of Chinese manuscripts dating between the fifth century B.C. and the tenth century A.D. have been discovered since the beginning of the twentieth century, with new discoveries continuing to the present. This seminar addresses theoretical and methodological approaches to engaging in research on the manuscripts.

Instructor(s): D. Harper,D. Harper and M. Kalinowski Terms Offered:

Autumn, Spring 2013

Prerequisite(s): ,Consent required

EALC 45800. Readings in Chinese Buddhist Texts. 100 Units.

This quarter we will focus on Chan (a.k.a. "Zen") literature, especially the _Linji lu_ ("Record of Linji"), one of the central texts of Chan Buddhism. As we study our text, we will also explore the transformations in Chan literature and thought that accompanied the rise of vernacular Chan writings in the Northern Song period (960-1127), in part by comparison with earlier texts in the literary language.

Instructor(s): Copp Terms Offered: Spring

Prerequisite(s): Reading ability in literary Chinese is a requirement.

Note(s): Grad students only

EALC 59700. Thesis Research. 100 Units.

For course description contact East Asian Languages. ,

Terms Offered: ,Autumn

Note(s): ,Consent required.

EALC 59700. Thesis Research. 100 Units.

For course description contact East Asian Languages. ,

Terms Offered: ,Autumn

Note(s): ,Consent required.

EALC 60000. Reading Course: Special Topic Chinese,Reading Course. 100 Units.

Instructor(s): Arr., Terms Offered: Autumn

Note(s): Consent required.

EALC 60000. Reading Course: Special Topic Chinese,Reading Course. 100 Units.

Instructor(s): Arr., Terms Offered: Autumn

Note(s): Consent required.

EALC 65000. Directed Translation. 100 Units.

For course description contact East Asian Languages.

EALC 70000. Advanced Study: East Asian. Units.

Terms Offered: Autumn

Note(s): Consent required.



ECONOMICS

PROGRAM OF STUDY

The program in economics is intended to equip students with the basic tools to understand the operation of a modern economy: the origin and role of prices and markets, the allocation of goods and services, and the factors that enter into the determination of income, employment, and the price level.

Students must begin their study with ECON 19800 Introduction to Microeconomics and ECON 19900 Introduction to Macroeconomics. These courses provide a good overview of basic concepts. These two introductory courses are designed for students with limited or no prior course work in economics. While these two courses provide basic economics knowledge, they do not count towards the economics major requirements.

PROGRAM REQUIREMENTS

Economics Placement Test

Students who wish to begin their economics major with Econ 20000 in their first year must pass the economics placement test or complete ECON 19800. No standardized external exams (IB, AP, nor A-Levels) will substitute. The placement test will only be offered Monday evening of the first week of Autumn Quarter.

Core Curriculum

The BA degree in economics requires thirteen courses. These include the four courses of the core curriculum, which consists of The Elements of Economic Analysis I, II, III, and IV. Courses in either the standard or honors sequence may be used to satisfy this requirement.

Standard Core Sequence

ECON 20000	The Elements of Economic Analysis I	100
ECON 20100	The Elements of Economic Analysis II	100
ECON 20200	The Elements of Economic Analysis III	100
ECON 20300	The Elements of Economic Analysis IV	100

Honors Core Sequence

ECON 20010	The Elements of Economic Analysis I: Honors	100
ECON 20110	The Elements of Economic Analysis II: Honors	100
ECON 20210	The Elements of Economic Analysis III: Honors	100
ECON 20310	The Elements of Economic Analysis IV: Honors	100

Three mathematics courses are required (see following section) along with a statistics and an econometrics course. Students then choose a minimum of four additional economics courses to broaden their exposure to areas of applied economics or economic theory.

Mathematics Requirements

Students who have an interest in the major should take calculus at the highest level for which they qualify. Students enrolling in the MATH 13000s sequence must complete MATH 19520 Mathematical Methods for Social Sciences before enrolling in ECON 20000 The Elements of Economic Analysis I.

Students enrolling in the MATH 15000s sequence must complete MATH 15300 Calculus III before enrolling in ECON 20000 The Elements of Economic Analysis I. However, enrollment in ECON 20000 The Elements of Economic Analysis I concurrently with MATH 15300 Calculus III is allowed if a grade of A- or higher is achieved in both MATH 15100 Calculus I and MATH 15200 Calculus II.

Students enrolling in the MATH 16000s sequence must complete MATH 16200 Honors Calculus II before enrolling in ECON 20000 The Elements of Economic Analysis I. Enrollment in ECON 20000 The Elements of Economic Analysis I requires completion or concurrent enrollment in MATH 16300 Honors Calculus III.

Statistics and Econometrics

Students may not use AP Statistics credit in high school to satisfy the statistics requirement. Students with AP credit will need to expand on their training with either STAT 23400 Statistical Models and Methods or STAT 24400 Statistical Theory and Methods I.

One from each of the following should be taken as a three-quarter sequence: 300

MATH 19620	Linear Algebra
STAT 23400 or STAT 24400	Statistical Models and Methods Statistical Theory and Methods I
ECON 20900 or ECON 21000	Econometrics: Honors Econometrics

Students should complete their math, statistics, and econometrics requirements by the end of their third year, as these courses are prerequisites or strongly recommended for a number of upper-level economics courses.

Electives

Of the BA degree's four elective requirements, three must be economics courses offered by the University. These courses must have a higher course number than ECON 20300 The Elements of Economic Analysis IV.

One of the following courses may count as an outside elective:

Computer Science

CMSC 10600	Fundamentals of Computer Programming II	100
CMSC 12100	Computer Science with Applications I	100
CMSC 15100	Introduction to Computer Science I	100
CMSC 15200	Introduction to Computer Science II	100
CMSC 16100	Honors Introduction to Computer Science I	100
CMSC 16200	Honors Introduction to Computer Science II	100

Statistics

STAT 24500	Statistical Theory and Methods II	100
STAT 25100	Introduction to Mathematical Probability	100
STAT 25300	Introduction to Probability Models	100
STAT 26100	Time Dependent Data	100
Mathematics		
MATH 20500	Analysis in R^n III	100
MATH 20900	Honors Analysis in R^n III	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100

Courses in other degree programs may be considered for elective credit through petition. To be considered, these courses must require the equivalent prerequisite course work of ECON 20100 The Elements of Economic Analysis II. Graduate level economics courses will be counted for elective credit, but consultation with the Undergraduate Office in advance of course registration is required.

A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 The Elements of Economic Analysis II as a prerequisite and is numbered as a Chicago Booth 40000 or higher course. Additionally, the course needs to pertain to the application of economic theory to a course subject that is not offered by the department of economics. Courses such as accounting, investments, and entrepreneurship will not be considered for economics elective credit. Consideration for elective credit must be done by petition before a student registers for the course. There will be no retroactive consideration for credit.

SUMMARY OF REQUIREMENTS

General Education

One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II	
MATH 15100-15200	Calculus I and Calculus II	
MATH 16100-16200	Honors Calculus I and Honors Calculus II *	

Total Units 200

Major

One of the following:		100
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III *	
MATH 16300	Honors Calculus III *	

ECON 20000-20100-20200-20300	The Elements of Economic Analysis I (and The Elements of Economic Analysis II and The Elements of Economic Analysis III and The Elements of Economic Analysis IV)	400
STAT 23400 or STAT 24400	Statistical Models and Methods Statistical Theory and Methods I	100
ECON 20900 or ECON 21000	Econometrics: Honors Econometrics	100
One of the following:		200
MATH 19520 & MATH 19620	Mathematical Methods for Social Sciences and Linear Algebra **	
MATH 20300-20400	Analysis in Rn I and Analysis in Rn II	
MATH 20700-20800	Honors Analysis in Rn I and Honors Analysis in Rn II	
Four electives +		400
Total Units		1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000-20100.

+ These courses must include three economics courses numbered higher than ECON 20300 and must follow guidelines in preceding Electives section.

GRADING

Beginning in autumn 2010, successful completion of the economics major requires both a major GPA of 2.0 or higher *and* a minimum grade of C- in all courses counted for the major program. In addition, students majoring in economics must receive quality grades in all courses required as part of the major. Non-majors may take economics courses on a P/F basis; only grades of C- or higher constitute passing work.

HONORS

To be considered for honors, students must meet the following requirements: (1) a GPA of 3.5 or higher in the major and a GPA of 3.2 or higher overall, (2) participation in the honors workshop and sole authorship of an independent research paper on a topic in economics, and (3) a faculty sponsor's letter evaluating this independent research paper. For award of honors, the project must receive a grade of A or A-. At the beginning of the student's fourth year, the economics honors committee must have a letter from an economics faculty sponsor expressing willingness to oversee the student's writing of an independent research paper and recommending the student be admitted into the honors workshop program. Honors papers should be outgrowths of economics electives or research assistant work for the faculty sponsor.

Participation in the Honors Workshop (ECON 29800) is mandatory throughout the year. Upon completion of the paper in the spring quarter, the student will then be retroactively registered for the course in a quarter of their choosing.

The research paper, a transcript, and a recommendation letter from the faculty sponsor evaluating the independent research paper must be submitted to the undergraduate economics program office for consideration by the economics honors committee no later than the end of fifth week of the quarter in which the student plans to graduate. Students wishing to qualify for honors should (1) engage in preparatory course work in the area of interest no later than Spring Quarter of their third year and (2) consult with the program advisors no later than Winter Quarter of their third year.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

PREPARATION FOR PHD PROGRAMS IN ECONOMICS

Students preparing to study economics at the graduate level should augment the standard curriculum with higher-level mathematics and statistics courses. MATH 19900 Introduction to Analysis and Linear Algebra is a transition course for students who took MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III. Such students often choose to complete some or all of the Mathematics Major with Specialization in Economics, especially MATH 20300-20400 Analysis in \mathbb{R}^n I-II or MATH 20700-20800 Honors Analysis in \mathbb{R}^n I-II. They can take MATH 19620 Linear Algebra to acquire knowledge of linear algebra; MATH 16300 Honors Calculus III and MATH 19900 Introduction to Analysis and Linear Algebra also provide some coverage of linear algebra. Material on differential equations in MATH 20100 Mathematical Methods for Physical Sciences II can also be useful. In addition, students who are interested in pursuing graduate study are encouraged to take appropriate courses from other departments in the social sciences and to seek research assistant jobs during their third and fourth years. It is important that such students consult early in the second year with one of the directors of the undergraduate program to design a plan of course work and research.

ECONOMICS COURSES

ECON 17800. Public Policy Analysis. 100 Units.

This course reviews and augments the basic tools of microeconomics developed in ECON 20000 and applies these tools to policy problems. We examine situations in which private markets are likely to produce unsatisfactory results, suggesting a potential rationale for government intervention. Our goal is to allow students to comprehend, develop, and respond to economics arguments when formulating or evaluating public policy.

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

Prerequisite(s): PBPL 20000 or ECON 20000

Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence. PBPL 22200 is not intended for students majoring in public policy who are planning to specialize in economics or to take advanced economics courses; those students should meet with the program director to arrange an alternative.

Equivalent Course(s): PBPL 22200

ECON 19800. Introduction to Microeconomics. 100 Units.

By way of economic theory, applications, and contemporary issues, this course treats (1) the behavior and decision making on the part of individuals, business firms, and governments; and (2) the function of costs, prices, incentives, and markets in the American economy. We discuss contemporary topics (e.g., distribution of income, the environment, education, sports, health care).

Instructor(s): A. Sanderson, J. List Terms Offered: Autumn, Spring

ECON 19900. Introduction to Macroeconomics. 100 Units.

By way of theory and public policy applications, this course covers current major domestic and international macroeconomic issues in the U.S. economy, including the determination of income and output, inflation, unemployment, and economic growth; money, banking, and the Federal Reserve System; federal spending, taxation, and deficits; and international trade, exchange rates, and the balance of payments.

Instructor(s): A. Sanderson Terms Offered: Autumn, Winter

ECON 20000. The Elements of Economic Analysis I. 100 Units.

This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures.

Terms Offered: Autumn, Spring

Prerequisite(s): Math 15300, 16300 or Math 19520. First-year students must also pass the placement exam or complete Econ 19800.

ECON 20010. The Elements of Economic Analysis I: Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures.

Terms Offered: Autumn, Spring

Prerequisite(s): MATH 15300, 16300 or 19520. First year students must also pass the placement test or complete ECON 19800.

ECON 20100. The Elements of Economic Analysis II. 100 Units.

This course is a continuation of ECON 20000. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory and welfare economics.

Terms Offered: Autumn, Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20110. The Elements of Economic Analysis II: Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course is a continuation of ECON 20000/20010. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory of welfare economics.

Terms Offered: Autumn, Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20200. The Elements of Economic Analysis III. 100 Units.

ECON 19900 is required of students without a prior macroeconomics course.

As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss activist and monetarist views of fiscal and monetary policy.

Terms Offered: Winter, Spring

Prerequisite(s): ECON 20100 or 20110

ECON 20210. The Elements of Economic Analysis III: Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. ECON 19900 is required of students without a prior macroeconomic course. As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss activist and monetarist views of fiscal and monetary policy.

Terms Offered: Winter, Spring

Prerequisite(s): ECON 20100 or 20110

ECON 20300. The Elements of Economic Analysis IV. 100 Units.

This is a course in money and banking, monetary theories, the determinants of the supply and demand for money, the operation of the banking system, monetary policies, financial markets, and portfolio choice.

Terms Offered: Autumn, Spring

Prerequisite(s): ECON 20200 or 20210

ECON 20310. The Elements of Economic Analysis IV: Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This is a course in money and banking, monetary theories, the determinants of the supply and demand for money, the operation of the banking system, monetary policies, financial markets, and portfolio choice.

Instructor(s): Autumn, Spring

Prerequisite(s): ECON 20200 or 20210

ECON 20700. Game Theory and Economic Applications. 100 Units.

Either ECON 20700 or 20710 may be used as an economics elective, but not both. This course introduces the basic ideas and applications of game theory.

Topics include models of games in extensive and strategic form, equilibria with randomization, signaling and beliefs, reputation in repeated games, bargaining games, investment hold-up problems, and mediation and incentive constraints.

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

Prerequisite(s): ECON 20100

ECON 20710. Game Theory: A Formal Approach. 100 Units.

Either ECON 20700 or 20710 may be used as an economics elective, but not both.

This course is a rigorous introduction to game theory with an emphasis on formal methods. Definitions of a game, preferences, chance moves, and Nash Equilibrium and its extensions are provided. Applications are given to classical games (such as chess), bargaining, and economic models. This course is intended for students who are planning to study economics at the graduate level and for students with an interest in a mathematical approach to basic issues in the social sciences.

Instructor(s): H. Sonnenschein Terms Offered: Autumn

Prerequisite(s): ECON 20100 and MATH 20300, or consent of instructor

ECON 20740. Analysis of Collective Decision-Making. 100 Units.

This course develops the theory of collective choice by groups of individuals who may have diverse preferences. We study how, and to what extent, preferences can be aggregated and the extent to which voting systems and elections succeed in aggregating information and preferences. Finally we examine how the design of institutions impacts policy outcomes and why the electoral system may produce suboptimal results.

Instructor(s): R. Van Weelden Terms Offered: Spring 2013

Prerequisite(s): Econ 20100

ECON 20800. Theory of Auctions. 100 Units.

In part, this course covers the analysis of the standard auction formats (i.e., Dutch, English, sealed-bid) and describes conditions under which they are revenue maximizing. We introduce both independent private-value models and interdependent-value models with affiliated signals. Multi-unit auctions are also analyzed with an emphasis on Vickrey's auction and its extension to the interdependent-value setting.

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

Prerequisite(s): ECON 20100

ECON 20900. Econometrics: Honors. 100 Units.

The topics are essentially the same as those covered in ECON 21000, but this foundations course in econometrics gives a more systematic introduction to the application of statistical theory to economic applications. This course is intended for students who are planning to study economics at the graduate level.

Terms Offered: Winter, Spring

Prerequisite(s): ECON 20300, and STAT 24400 or 24500; or consent of instructor

ECON 21000. Econometrics. 100 Units.

Required of students who are majoring in economics; those students are encouraged to meet this requirement by the end of their third year. This course covers the single and multiple linear regression model, the associated distribution theory, and testing procedures; corrections for heteroskedasticity, autocorrelation, and simultaneous equations; and other extensions as time permits. Students also apply the techniques to a variety of data sets using PCs.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): ECON 20200, STAT 23400, and MATH 19620 or 20000

ECON 21100. Econometrics B. 100 Units.

This course provides students with a basic understanding of how econometrics, economic theory, and knowledge of institutions can be used to draw credible inferences on economic relationships. Topics include multivariate linear regression, causal inference, omitted variables bias, fixed and random effects models, simultaneous equation models, the propensity score, and discrete choice models. Students have the opportunity to apply these techniques to empirical questions in industrial organization, as well as in environmental, labor, and public economics.

Instructor(s): A. Hortacsu and D. Neal Terms Offered: Spring

Prerequisite(s): ECON 20900 or 21000

ECON 21200. Time Series Econometrics. 100 Units.

This course examines time series models and the testing of such models against observed evolution of economic quantities. Topics include autocorrelation and heteroskedasticity in time series applications of the general linear model. Students see the applications of these time series models in macroeconomics and finance.

Instructor(s): P. Bondarenko Terms Offered: Autumn

Prerequisite(s): ECON 20900 or 21000

ECON 21400. Applied Static and Dynamic Optimization in Economics. 100 Units.

The goal of this course is to assemble and review the major mathematical techniques that will be used throughout the first year of graduate core classes. The "treatment" will be rigorous, but it will be full of examples and applications. Topics include constrained optimization with equality and inequality constraints, optimal control, and dynamic programming. Applications will be drawn from the topics covered in ECON 20000 through ECON 20300. The emphasis is in presenting the students with the mathematical methods that are required to pursue coursework at the graduate level.

Instructor(s): V. Lima Terms Offered: Spring

Prerequisite(s): MATH 20300 and ECON 20300.

ECON 21800. Experimental Economics. 100 Units.

This course provides the necessary tools to be an avid consumer of the experimental literature and instructs students on how to become a producer of that literature.

Topics include a summary of recent experimental findings and details on how to gather and analyze data using experimental methods.

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

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 41100

ECON 22200-32000. Topics in American Economic History.**ECON 22200. Topics in American Economic History. 100 Units.**

Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.

Instructor(s): David W. Galenson Terms Offered: Winter

Equivalent Course(s): ECON 32000

ECON 32000. Topics in American Economic History. 100 Units.

Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.

Instructor(s): David W. Galenson Terms Offered: Winter

Equivalent Course(s): ECON 22200

ECON 22300. Business Ethics in Historical Perspective. 100 Units.

This course examines the way that religious and political movements affect the ethics of business. We focus on contemporary issues and relate them to long cycles in religiosity in the United States, long-term factors influencing political images of business, and factors influencing domestic conceptions of the proper economic relationships between the United States and the rest of the world.

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

Prerequisite(s): ECON 20100

Note(s): College students must use the undergraduate number to register.

Equivalent Course(s): ECON 32300,BUSF 38114

ECON 22500-32200. Population and the Economy.

ECON 22500. Population and the Economy. 100 Units.

This course deals with the effects of swings in population on the stability of the economy and on business opportunities. In both the short run and the medium run, shifts in the demographic rates, including migration, probably have been more destabilizing than unwise macroeconomic policy or abrupt political realignments. Population change thus constitutes a major challenge to policy makers in business and in government. Topics covered include: the effects of demographic changes on markets for labor and capital, on savings rates and the structure of investment, on pensions and health care costs, on taxes and government expenditures, on household behavior, and economic development. Several weeks of the course will contain student presentations, covering seminal work in the field and cutting-edge research papers. The grade for this course is based on an in-class presentation and written summary, a midterm, and a final examination.

Instructor(s): C. Hoyt Bleakley & Robert W. Fogel Terms Offered: Autumn

Prerequisite(s): PQ: BUSF 33001 or the equivalent.

Equivalent Course(s): ECON 32200,BUSF 33470

ECON 32200. Population and the Economy. 100 Units.

This course deals with the effects of swings in population on the stability of the economy and on business opportunities. In both the short run and the medium run, shifts in the demographic rates, including migration, probably have been more destabilizing than unwise macroeconomic policy or abrupt political realignments. Population change thus constitutes a major challenge to policy makers in business and in government. Topics covered include: the effects of demographic changes on markets for labor and capital, on savings rates and the structure of investment, on pensions and health care costs, on taxes and government expenditures, on household behavior, and economic development. Several weeks of the course will contain student presentations, covering seminal work in the field and cutting-edge research papers. The grade for this course is based on an in-class presentation and written summary, a midterm, and a final examination.

Instructor(s): C. Hoyt Bleakley & Robert W. Fogel Terms Offered: Autumn

Prerequisite(s): PQ: BUSF 33001 or the equivalent.

Equivalent Course(s): BUSF 33470, ECON 22500

ECON 22600. Innovators. 100 Units.

Economists believe that innovation is a primary source of economic growth. Yet although most innovations are made by individuals or small groups, until recently economists have not studied how those exceptional people produce their discoveries. Recent research has shown that there are two very different types of innovators, who have different goals and follow different processes. This course surveys this research, examining the careers and innovations of important practitioners in a range of modern arts, including painters, novelists, sculptors, poets, movie directors, photographers, songwriters, and architects, as well as entrepreneurs and scientists. The material covered in this course adds a new dimension to our understanding of creativity and of how innovators in many different activities produce new forms of art and science.

Instructor(s): D. Galenson Terms Offered: Autumn

Prerequisite(s): Econ 20100

Equivalent Course(s): ECON 42900

ECON 22650. Creativity. 100 Units.

This seminar examines recent research on how creative people innovate in a wide range of intellectual activities. The main project for the course is a term paper that analyzes the creative life cycle of one or more innovators of the student's choice, using both quantitative and qualitative evidence. Students present their research in progress for discussion. The seminar is designed to give students all the tools needed to do this research, including choosing a subject, finding and using an appropriate data set, and negotiating the relevant scholarship.

Instructor(s): D. Galenson Terms Offered: Winter

Prerequisite(s): ECON 19800 or consent of instructor

Equivalent Course(s): ECON 42800

ECON 22700. Economics and Demography of Marketing. 100 Units.

This course examines the factors that influence long-term, intermediate-term, and short-term variations in the demand for both consumer and producer commodities and services: the evolution of markets and methods of distribution in America since 1800, variations in the life cycles of products, the role of demographic factors in analysis of product demand, and the influence of business cycles on product demand. Much attention is given to the use of existing online databases for the estimation of a variety of forecasting models.

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

Prerequisite(s): ECON 20000 and 20100, or equivalent

Equivalent Course(s): ECON 32400, BUSF 37104

ECON 23000. Money and Banking. 100 Units.

This course covers economic theories and topical issues in money and banking. We discuss such "traditional" topics as the quantity theory, the Phillips curve, and the money creation process. We also investigate models of bank runs and financial crises, the tradeoff between rules and discretion, and the New Macroeconomic Synthesis of New Classical. Other topics include New Keynesian approaches to modeling money and monetary policy, practical and institutional issues in European and U.S. monetary policy, and the 2008 financial crisis.

Instructor(s): H. Uhlig, Staff Terms Offered: Spring

Prerequisite(s): ECON 20300

ECON 23200. Topics in Macroeconomics. 100 Units.

This course focuses on the use of dynamic general equilibrium models to study questions in macroeconomics. Topics include long-run growth and dynamic fiscal policy (Ricardian equivalence, tax smoothing, capital taxation), labor market search, industry investment, and asset pricing. On the technical side, we cover basic optimal control (Hamiltonians) and dynamic programming (Bellman equations).

Instructor(s): N. Stokey Terms Offered: Winter

Prerequisite(s): ECON 20300 and MATH 20300

ECON 23210. Topics in Applied Macroeconomics. 100 Units.

This course will draw from classic and recent journal articles in an effort to introduce current issues and controversies in the broad field of macroeconomics. Topics in the past have included level accounting across countries, labor supply, real business cycle theory, wedge accounting, unemployment, government spending multipliers, rational bubbles, and money as a medium of exchange. The course will look at empirical evidence through the lens of economic models. The course will be technically rigorous and is aimed at advanced undergraduates. It should provide good ideas for students thinking of writing a B.A. thesis on a topic in macroeconomics.

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

Prerequisite(s): ECON 20900 or 2100, and MATH 20300

ECON 24000. Labor Economics. 100 Units.

Topics include the theory of time allocation, the payoffs to education as an investment, detecting wage discrimination, unions, and wage patterns. Most of the examples are taken from U.S. labor data, although we discuss immigration patterns and their effects on U.S. labor markets. Some attention is also given to the changing characteristics of the workplace.

Prerequisite(s): ECON 20100 and 21000

ECON 24400. Pay and Performance. 100 Units.

This course examines the relationships between education, types of pay, and careers. After a basic introduction to the roles of education, training, and ability in human capital formation, we develop a theory of how workers and firms determine types of pay (e.g., salary, piece rates, bonuses, options) and career paths within and between firms. Other topics include incentives and insurance in pay determination, hiring, turnover, benefit levels and their relationship to wages, and compensation levels over the career.

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

Prerequisite(s): ECON 20100

ECON 24500. Women, Work and Property Rights. 100 Units.

The shifting presence of women between home and cottage industry to factory and office will be examined in the light of economic analysis. We will look at models of labor supply, matching models of marriage, and household production. Some international comparisons will be introduced, but the main backdrop will be the economic and legal history of women's work experience in the United States.

Instructor(s): Tsiang, G. Terms Offered: Winter

Prerequisite(s): Econ 20000

ECON 25000. Finance. 100 Units.

This course develops the tools to quantify the risk and return of financial instruments. These are applied to standard financial problems faced by firms and investors. Topics include arbitrage pricing, the capital asset pricing model, and the theory of efficient markets and option pricing.

Instructor(s): P. Braun Terms Offered: Autumn, Winter, Spring

Prerequisite(s): ECON 20300 and STAT 23400; and prior or concurrent registration in ECON 21000

ECON 25100. Financial Economics; Speculative Markets. 100 Units.

This course focuses on the description, pricing, and hedging of basic derivative claims on financial assets. We study the characteristics, uses, and payoffs of a variety of contracts where the underlying claims include commodities, foreign currencies, bonds, stocks, or stock indices. We examine contracts such as options, swaps, and futures contracts. We use a unified approach (the technique of portfolio replication) to study pricing of these claims. Students also gain an understanding of strategies for hedging of the risks inherent in holding these derivative claims.

Instructor(s): F. Alvarez Terms Offered: Spring

Prerequisite(s): ECON 20100 and STAT 23400

ECON 25500. Topics in Economic Development. 100 Units.

This course will begin with an overview of cross-country growth outcomes. We then turn to microeconomics studies in economic development. Initially, the perspective will be historical and international in scope, comparing resource as well as institutional endowments, to growth outcomes. Subsequently, particular challenges to sustained growth will be addressed, with topics including the effects of technical change on the growth and integration of internal markets, micro finance, as well as education, health, and the interaction of emerging economies with global markets.

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

Prerequisite(s): ECON 20100

ECON 25620. Topics in Latin American Economies. 100 Units.

This course examines current issues in the economies of Latin America. Topics include sources of economic growth, commercial policy, regional economic integration, inflation and stabilization, fiscal deficits, the choice of an exchange rate regime, and debt problems.

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

Prerequisite(s): ECON 20300

Equivalent Course(s): PBPL 25620, PPHA 37500

ECON 26010. Public Finance. 100 Units.

This course examines the role of the government in the U.S. economy. We consider the efficiency and equity arguments for government intervention and analyze empirical evidence on the effects of tax and expenditure policy on economic outcomes. Topics include government-provided goods (with a focus on education), social insurance programs, government provision of health insurance, welfare programs, and tax policy. The effects of potential future policy changes (e.g., vouchers in K-12 education, individual accounts for Social Security) are also discussed.

Terms Offered: Spring

Prerequisite(s): ECON 20300 or consent of instructor

ECON 26500. Environmental Economics. 100 Units.

This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): G. Tolley, S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): ENST 26500, PPHA 32800

ECON 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26530, PBPL 26530, PPHA 32510

ECON 26540. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

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

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26531, PBPL 26531, PPHA 32520

ECON 26600. Economics of Urban Policies. 100 Units.

This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.

Instructor(s): G. Tolley, J. Felkner Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): GEOG 26600, GEOG 36600, LLSO 26202, PBPL 24500

ECON 26700. Economics of Education. 100 Units.

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: Spring

Prerequisite(s): ECON 21000

Equivalent Course(s): PBPL 26700, ECON

ECON 26800. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.

ECON 27000. International Economics. 100 Units.

This course deals with the pure theory of international trade: the real side of international economics. Topics include the basis for and gains from trade; the theory of comparative advantage; and effects of international trade on the distribution of income, tariffs, and other barriers to trade.

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

Prerequisite(s): ECON 20300 or consent of instructor

Equivalent Course(s): PBPL 27000

ECON 27300. Regulation of Vice. 100 Units.

This course discusses government policy regarding traditional vices (i.e., drinking, smoking, gambling, illicit sex, recreational drug use). Among policies considered are prohibition, taxation, treatment, decriminalization, and legalization. The intellectual framework employed to evaluate various policies is primarily economic, though other disciplines are drawn upon. This course is offered in alternate years.

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

Prerequisite(s): ECON 20000 or PBPL 20000

Equivalent Course(s): PBPL 27300

ECON 28000. Industrial Organization. 100 Units.

This course extends the analysis from ECON 20100, with a focus on understanding the way firms make decisions and the effects of those decisions on market outcomes and welfare. The course examines the structure and behavior of firms within industries. Topics include oligopolistic behavior, the problems of regulating highly concentrated industries, and the implementation of U.S. antitrust policy.

Instructor(s): A. Hortacsu, S. Gay Terms Offered: Autumn, Winter

Prerequisite(s): ECON 20100

ECON 28100. The Economics of Sports. 100 Units.

This is a course in microeconomics that applies traditional product and factor market theory and quantitative analysis to contemporary economic issues in professional and college athletics. Topics include the sports business; market structures and outcomes; the market for franchises; barriers to entry, rival leagues, and expansion; cooperative, competitive, and collusive behavior among participants; labor markets, productivity, and compensation of players; racial discrimination; public policies and antitrust legislation; and financing of stadiums.

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

Prerequisite(s): ECON 20100

ECON 28600. Economic Analysis of Law. 100 Units.

This course examines the structure of law from an economic basis. Topics include property rights, contracts, torts, the Coase theorem, and criminal law.

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

Prerequisite(s): ECON 20100

Equivalent Course(s): PBPL 28605

ECON 28700. The Economics of Crime. 100 Units.

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

Instructor(s): S. Levitt Terms Offered: Winter

Prerequisite(s): ECON 20100 required; ECON 21000 or STAT 23400 strongly recommended

Note(s): This course is offered only in even numbered years.

Equivalent Course(s): PBPL 23200

ECON 29700. Undergraduate Reading and Research. 100 Units.

Students are required to submit the College Reading and Research Course Form.
 Instructor(s): R. Herbst Terms Offered: Autumn, Winter, Spring
 Prerequisite(s): Consent of directors of the undergraduate program

ECON 29800. Undergraduate Honors Workshop. 100 Units.

For details, see the preceding Honors section.
 Instructor(s): G. Tsiang, V. Lima Terms Offered: Autumn, Winter, Spring
 Prerequisite(s): Faculty sponsorship and consent of honors workshop supervisors

ECON 30100. PRICE THEORY I. 100 Units.

Theory of consumer choice, including household production, indirect utility, and hedonic indices. Models of the firm. Analysis of factor demand and product supply under competitive and monopolistic conditions. Static and dynamic cost curves, including learning by doing and temporary changes. Uncertainty applied to consumer and producer choices. Property rights and the effects of laws. Investment in human and physical capital.

Instructor(s): Kevin Murphy and Gary Becker Terms Offered: Autumn
 Equivalent Course(s): LAWS 43611

ECON 30200. PRICE THEORY II. 100 Units.

The first five weeks of this course are a continuation of ECON 30100, *Price Theory I*.

The second half of the course will be devoted to the Walrasian model of general competitive equilibrium as developed by Arrow and Debreu. This will begin with a brief development of the consumer and producer theories, followed by the welfare theorems connecting equilibria and optima and a treatment of the classical existence of equilibrium theorem. The core of an economy, a limit theorem relating the core to the set of competitive equilibria, and models in which agents are small relative to the market will also be considered. Finally we will study general equilibrium under some alternative assumptions; such as, informational asymmetries and rational expectations equilibrium, public goods and Lindahl equilibrium, financial general equilibrium and asset pricing.

Instructor(s): Gary Becker, Kevin Murphy, and Phil Reny Terms Offered: Winter
 Equivalent Course(s): LAWS 43621

ECON 30300. PRICE THEORY III. 100 Units.

The course begins with expected utility theory, and then introduces the fundamental ideas of game theory: strategic-form games, Nash equilibrium, games with incomplete information, extensive-form games, and sequential equilibrium. Then the course will focus on the effects of informational asymmetries in markets and the problems of moral hazard and adverse selection. Topics include: optimal risk sharing, signaling and screening in competitive markets, principal-agent problems, strategic and informational incentive constraints, incentive efficiency, and mechanism design for auctions and bilateral trading.

Instructor(s): Roger Myerson and Phil Reny Terms Offered: Spring

ECON 30400. INTRODUCTION TO MATHEMATICAL METHODS IN ECONOMICS. 000 Units.

This optional three-week course for incoming graduate students meets September 4 through September 21 2012 and introduces some basic mathematical concepts used in economic theory: a "briefing" of the math students will encounter in the Core classes. Emphasis is placed on problem-solving, but also on some fairly abstract math you might not see otherwise. Cooperative work is strongly encouraged. Instructor(s): Victor O. Lima Terms Offered: September 4-September 21, 2012 Prerequisite(s): Econ PhD students only

ECON 30501. TOPICS IN THEORETICAL ECONOMICS. 100 Units.

Some of the topics covered in this course are: Nash equilibrium existence in discontinuous games, existence of monotone pure strategy equilibria in Bayesian games, defining sequential equilibrium in infinite extensive form games, efficient auction design, correlated information and mechanism design. Instructor(s): Phil Reny Terms Offered: Winter

ECON 30600. THE ECONOMICS OF INFORMATION. 100 Units.

This course introduces students to a range of economic tools used to study models explicitly involving strategic behavior, information transmission, and contracting in economics and finance. The intention is to prepare the student to conduct research using these tools. Techniques studied include agency theory, signaling models, and sequential games of incomplete information. In addition, some applications of the tools will be covered. The approach is rigorous and analytical. First class assignment: purchase the required materials, read the syllabus (with special attention to the section on prerequisites), and read the article "Moral Hazard and Observability" by Bengt Holmström (*Bell Journal*, spring 1979) which can be downloaded from JSTOR. The syllabus is available on the "Booth Syllabi" link on Chalk: https://chalk8.uchicago.edu/webapps/portal/frameset.jsp?tab_id=_11_1 Instructor(s): Milton Harris Terms Offered: Autumn Prerequisite(s): PQ: ECON 30100 and 30200 Equivalent Course(s): BUSF 33911

ECON 30701. EVOLUTIONARY GAME THEORY. 100 Units.

The goal of this course is to give an introduction to Evolutionary Economics with a particular focus on the evolution of preferences. The topics covered in this course include altruism, risk-preferences, discounting, happiness and social norms. Instructor(s): Balazs Szentes Terms Offered: Spring

ECON 31000. EMPIRICAL ANALYSIS I. 100 Units.

This course introduces students to the key tools of econometric analysis. It covers basic OLS regression model, generalized least squares, asymptotic theory and hypothesis testing for maximum likelihood estimation, extremum estimators, instrumental variables, decision theory and Bayesian inference. Instructor(s): Azeem Shaikh and Peter Rossi Terms Offered: Autumn

ECON 31100. EMPIRICAL ANALYSIS II. 100 Units.

This course develops methods of analyzing Markov specifications of dynamic economic models. Models with stochastic growth are accommodated and their properties analyzed. Methods for identifying macroeconomic shocks and their transmission mechanisms are developed. Related filtering methods for models with hidden states are studied. The properties estimation and inference methods based on maximum likelihood and generalized method of moments are derived. These econometric methods are applied to models from macroeconomics and financial economics.

Instructor(s): Lars Hansen Terms Offered: Winter

ECON 31200. EMPIRICAL ANALYSIS III. 100 Units.

The course will review some of the classical methods you were introduced to in previous quarters and give examples of their use in applied microeconomic research. Our focus will be on exploring and understanding data sets, evaluating predictions of economic models, and identifying and estimating the parameters of economic models. The methods we will build on include regression techniques, maximum likelihood, method of moments estimators, as well as some non-parametric methods. Lectures and homework assignments will seek to build proficiency in the correct application of these methods to economic research questions.

Instructor(s): Derek Neal and Peter Rossi Terms Offered: Spring

ECON 32000. Topics in American Economic History. 100 Units.

Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.

Instructor(s): David W. Galenson Terms Offered: Winter

Equivalent Course(s): ECON 22200

ECON 32200. Population and the Economy. 100 Units.

This course deals with the effects of swings in population on the stability of the economy and on business opportunities. In both the short run and the medium run, shifts in the demographic rates, including migration, probably have been more destabilizing than unwise macroeconomic policy or abrupt political realignments. Population change thus constitutes a major challenge to policy makers in business and in government. Topics covered include: the effects of demographic changes on markets for labor and capital, on savings rates and the structure of investment, on pensions and health care costs, on taxes and government expenditures, on household behavior, and economic development. Several weeks of the course will contain student presentations, covering seminal work in the field and cutting-edge research papers. The grade for this course is based on an in-class presentation and written summary, a midterm, and a final examination.

Instructor(s): C. Hoyt Bleakley & Robert W. Fogel Terms Offered: Autumn

Prerequisite(s): PQ: BUSF 33001 or the equivalent.

Equivalent Course(s): BUSF 33470, ECON 22500

ECON 33000. THE THEORY OF INCOME I. 100 Units.

This course will use dynamic general equilibrium models to study macroeconomic questions. The first half of the quarter will focus on applications of the neoclassical growth model, including variants useful for studying the effects of capital, labor, and consumption taxes; the effects of general and investment specific technical change; the role of human capital accumulation, and the q-model of investment. On the technical side, this part of the course will rely heavily on the tools of optimal control theory (Hamiltonians) and on the First and Second welfare theorems. The second part of the course will focus on applications of stochastic dynamic programming. On the substantive side, particular topics include models of job search and asset pricing; models with idiosyncratic (insurable) and aggregate (uninsurable) risk; and dynamic tax smoothing. On the technical side, this part of the course will rely heavily on Bellman equations and other recursive modeling techniques.

Instructor(s): Nancy Stokey Terms Offered: Autumn

ECON 33100. THE THEORY OF INCOME II. 100 Units.

This course will explore a variety of macroeconomic models in which the welfare theorems do not necessarily hold, including overlapping generations models, equilibrium models with labor market search and matching frictions, economies with sticky prices and sticky wages, and environments in which money facilitates exchange. We will also explore the role of government policy within these models, including optimal taxation, optimal monetary policy, and the time consistency of these policies. If time permits, we will look at environments with non-convex adjustment costs, such as irreversible investment and fixed costs of changing prices.

Instructor(s): Robert Shimer Terms Offered: Winter

ECON 33200. THE THEORY OF INCOME III. 100 Units.

The course shares with the other two Theory of Income courses the objectives of (1) explaining human behavior as evidenced by aggregate variables and (2) predicting the aggregate effects of certain government policies. Economics 33200 considers some of the prevailing business cycle theories, and their application to the recession of 2008-9. Some hypotheses to be considered are the q-theory of housing investment, the neoclassical approach to fiscal policy, and whether government spending has a “multiplier.” The course confronts several empirical issues that are also encountered outside the field of macroeconomics such as the construction of aggregate data, choice of data set, and the measurement of expectations.

Instructor(s): Casey Mulligan Terms Offered: Spring

ECON 34300. HUMAN CAPITAL. 100 Units.

This course covers both micro and macro aspects of human capital: investments by parents in the education and other human capital of their children, intergenerational transmission of inequality, links between specializations in particular types of human capital and coordination costs, general knowledge, and the extent of the market. The relation between human capital, population change, and economic growth is also emphasized.

Instructor(s): Gary Becker Terms Offered: Spring

Equivalent Course(s): SOCI 30306

ECON 34702. AGGREGATE LABOR MARKET DYNAMICS. 100 Units.

This course will examine recent research at the intersection of Macroeconomics and Labor Economics. The first part of the course will look at the determinants of business-cycle-frequency fluctuations in employment and hours worked. We will ask whether search models are capable of addressing empirical inconsistencies in market-clearing models of the labor market. We will also examine how these models can be used to study worker mobility across geographic or occupational sectors of the economy. The second part of the course will study the determinants of long-run, cross-country differences in employment and hours worked. We will examine the role played by differences in taxes, unemployment insurance, and firing costs. The emphasis throughout the course will be on the use of empirically grounded general equilibrium models to address the key determinants of labor market outcomes.

Instructor(s): Robert Shimer Terms Offered: Autumn

ECON 34901. SOCIAL INTERACTIONS AND INEQUALITY. 100 Units.

This course will focus on the theory, econometrics, and empirical analysis of social influences on economic behavior, termed social interactions. As such, the course will include topics ranging from social networks to social capital to discrimination. We will examine the effects of social interactions on individual and aggregate behaviors as well as the implications of social interactions for the formation of social structure. Particular attention will be given to the translation of theoretical models into econometric analogs and to the identification questions that arise when attempting to construct empirical evidence on social interactions. Applications of social interactions will focus on contexts in which their presence can help explain observed levels of socioeconomic inequality.

Instructor(s): Staff Terms Offered: Spring

ECON 35002. THE ORIGINS AND CONSEQUENCES OF INEQUALITY IN CAPABILITIES. 100 Units.

This course examines the trends and sources of inequality. It focuses on human capital broadly defined as a vector of skills, preferences, and personality traits. It examines the origins of these capabilities; the role of markets, family investment, social interactions, and heritability—in explaining inequality in wages, health, education, participation in risky activities, crime, labor supply, and a variety of other behaviors using a unified approach. We consider inter- and intra- generational mobility in earnings, health and other dimensions of social position and economic status. The course considers, among other topics, life cycle models of skill acquisition, self-control, and preference formation, as well as gene-environment interactions and the influence of inequality on capability formation. Economic models and econometric tools will be developed as required.

Instructor(s): James Heckman Terms Offered: Winter

ECON 35101. INTERNATIONAL MACROECONOMICS & TRADE. 100 Units.

This course is the first in a three course sequence on international economics. The first part is reserved to international trade and will involve a mix of theory, data, and computation. After studying the workhorse models (including classical models of trade, models with increasing returns and monopolistic competition, and recent models with heterogeneous firms), we will cover their recent quantitative applications. The second part is on international macroeconomics and focuses on international relative prices and exchange rates. In particular, we will cover price-related puzzles, such as PPP puzzle and exchange rate disconnect, study the recent work on incomplete pass-through and pricing-to-market, as well as models of real and nominal exchange rate under flexible and sticky prices.

Instructor(s): Kerem Cosar and Oleg Itskhoki Terms Offered: Autumn

Equivalent Course(s): BUSF 33946

ECON 35200. TOPICS IN ECONOMIC GROWTH. 100 Units.

This course is the second in a three-course sequence on economic growth and international trade. It will examine models of economic growth, focusing on questions where international trade, international comparisons, and the diffusion of technologies across international boundaries play a role. In particular, we will look at: explanations of cross-country differences in productivity levels, the role of financial development and the misallocation of factors in explaining those differences, cross-country differences in growth rates and the role of technology diffusion. Related theoretical work—models of innovation (R&D) and of structural transformation—will also be examined.

Instructor(s): Nancy Stokey Terms Offered: Winter

ECON 35301. INTERNATIONAL TRADE AND GROWTH. 100 Units.

This course is the last in a three course sequence on Economic Growth and International Trade. We will focus on recent research related to trade, growth, and technology diffusion. Papers by Eaton and Kortum, Alvarez, Buera, Lucas, Prescott, McGrattan and Jovanovic will be reviewed, as well as work by Sachs and Warner, Stokey, Grossman and Helpman, Rossi-Hansberg, and Klenow and Rodriguez-Clare.

Instructor(s): Robert Lucas Terms Offered: Spring

ECON 36101. ECONOMIC MODELS OF POLITICS. 100 Units.

This course is an introduction to current research in political economics. The emphasis is on game-theoretic models that can be used to study the effects of different constitutional structures on the competitive behavior of politicians and the welfare-relevant performance of government.

Instructor(s): Roger Myerson and Richard van Weelden Terms Offered: Winter

ECON 36200. PUBLIC SECTOR ECONOMICS. 100 Units.

The concept of "market distortion" is used to formulate measurements, explanations, and consequences of government activities including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, predicting microlevel responses to policy, measuring and evaluating the incidence of government activity, alternative models of government decision-making, and the application of public finance to other economics fields.

Instructor(s): Casey Mulligan Terms Offered: Autumn

ECON 36301. PUBLIC ECONOMICS. 100 Units.

This course covers areas of active empirical research on the design and effects of taxes and government spending. The areas covered are welfare economics, income taxation and labor supply, optimal income taxation, the effects of welfare and social insurance programs including AFDC/TANF, social security, unemployment insurance, workers' compensation, and disability insurance. While the emphasis is primarily empirical, the course begins each topic with the main theoretical work in that area.

Instructor(s): Bruce Meyer Terms Offered: Spring

Equivalent Course(s): PPHA 44000

ECON 37403. RESEARCH SEMINAR ON THE QUANTITATIVE STUDY ON INEQUALITY. 100 Units.

This course examines the counter-factual analysis of inequality and social policy. Basic econometric tools will be developed including dynamic models of discrete choice.

Instructor(s): James Heckman Terms Offered: Spring

Equivalent Course(s): PPHA 48410

ECON 38001. APPLIED MACROECONOMICS: MICRO DATA FOR MACRO MODELS. 100 Units.

This course considers the use of data on households, workers, producers and media sources in research on consumption behavior, labor market fluctuations, business dynamics and other areas of macroeconomics. A key goal is to help students develop the ability to identify interesting research questions and devise promising research strategies. Topics include life cycle consumption behavior, home production and time use, housing market dynamics, wage rigidities and their consequences, unemployment fluctuations, employer behavior on the hiring margin, entrepreneurship, and economic policy uncertainty. Lectures treat a mix of important, well-established research contributions and new, often rough, papers that seek to advance the frontier. Homework assignments aim to build proficiency in the use of micro data to address macroeconomic issues, expose students to a variety of useful data sources, and give them first-hand experience in identifying and evaluating research questions and strategies.

Instructor(s): Steven Davis and Erik Hurst Terms Offered: Autumn

Equivalent Course(s): BUSF 33942

ECON 38301. APPLIED MACROECONOMICS II. 100 Units.

This course consists of two components. There are five weeks of lectures on stochastic dynamic equilibrium models with financial market linkages. The impact of financing frictions on the macroeconomic transmission mechanism and on the asset markets will be considered. Also the impact of uncertainty is analyzed through the lens of recent literatures on ambiguity aversion and concerns for robustness. The class explores emerging literatures designed to confront empirical challenges and quantitative predictions. For the second part of the class students are required to attend lectures by outside scholars: Violante, Piazzessi, Primiceri and Bloom on a variety of important topics in macroeconomics. Each will give one lecture to a broad audience of graduate students and some faculty. Students are asked to write short essays (say referee reports) on two papers that are prominently referenced in these lectures.

Instructor(s): Lars Hansen Terms Offered: Autumn

Equivalent Course(s): BUSF 33947

ECON 38401. APPLIED MACROECONOMICS II. 100 Units.

This course focuses on models of decentralized trade applied both to labor and financial markets, which may be affected by search and informational frictions. Among other things, we will focus on understanding financial crises and their macroeconomic effects. We will discuss how illiquidity may be generated by trading informational frictions and the effects of deleveraging of households and firms on economic activity and unemployment.

Instructor(s): Veronica Guerrieri Terms Offered: Spring

Equivalent Course(s): BUSF 33948

ECON 38900. THEORY OF FINANCIAL DECISIONS I. 100 Units.

This course is concerned with models for portfolio decisions by investors and the pricing of securities in capital markets. The material is covered in a rigorous analytical manner, although formal technical requirements are minimal. The reading list is extensive. The expectation is that the average student spends 15+ hours per week on the course, outside of class. Grades are based on weekly take-home exam questions, about five problem sets, and a term paper. Class participation (I cold call) is also used to determine grades. Cannot be taken pass/fail or audited.

This course is intended for (i) first-year Booth Ph.D. students with no finance and (at best) undergraduate economics and statistics backgrounds, and (ii) second-year MBA students with rather minimal economics and statistics backgrounds. Students with stronger backgrounds in economics and statistics are likely to find the pace of the course, and the exam and problem set requirements, somewhat tedious. Such students are better served by the Booth Ph.D. Asset Pricing courses offered by Cochrane, Constantinides, and Heaton.

Instructor(s): Eugene Fama Terms Offered: Autumn

Prerequisite(s): Written proof of permission from the Instructor to enroll in this class is required at the time of registration. Attendance at the first class is mandatory.

Equivalent Course(s): BUSF 35901

ECON 39001. THEORY OF FINANCIAL DECISIONS II. 100 Units.

This course provides a theoretical and empirical treatment of major topics in corporate finance, including: capital structure and financial contracting; investment decisions; bankruptcy; and the market for corporate control. The course is designed for Ph.D. students interested in corporate finance. Grades will be based on problem sets, referee reports, and a final examination.

Instructor(s): Douglas Diamond, Raghuram Rajan and Amir Sufi Terms Offered: Winter

Prerequisite(s): ECON 38900 / BUSF 35901

Equivalent Course(s): BUSF 35902

ECON 39101. ASSET PRICING. 100 Units.

In this course, we develop the theory of financial markets. Topics: review of mean-variance portfolio theory and the CAPM; arbitrage and state prices; the arbitrage pricing theory (APT); intertemporal consumption-investment decisions; the intertemporal capital asset pricing model (ICAPM) and the intertemporal APT; the econometrics of multifactor models; present value relations; equilibrium asset pricing models and the equity premium puzzle; explanations based on preferences, incomplete markets, imperfect markets, and rare events; introduction to stochastic calculus; option pricing; intertemporal consumption-investment decisions and asset pricing in continuous time; the term structure of interest rates.

Materials required will include: S. Bhattacharya and G. M. Constantinides (editors), *Theory of Valuation* (World Scientific). J. Y. Campbell, A. W. Lo, and A. C. Mackinlay, *The Econometrics of Financial Markets* (Princeton). J. Cochrane, *Asset Pricing* (Princeton). J. E. Ingersoll, *Theory of Financial Decision Making* (Rowman and Littlefield). CoursePack of readings.

Grades will be based on class participation, homework, and a final examination in class. Students are expected to read the assigned materials in advance, participate in the class discussion, and work on extensive problem sets.

Instructor(s): George Constantinides Terms Offered: Autumn

Prerequisite(s): BUSF 35100 and BUSF 35901

Equivalent Course(s): BUSF 35912

ECON 39200. TOPICS IN EMPIRICAL FINANCE. 100 Units.

The central question of empirical finance is "what are the real sources of aggregate risk that determine asset prices?" This course focuses on current topics in empirical finance that address this question. It explores this question by providing a synthesis of asset pricing and macroeconomic theory. The emphasis is on the stochastic discount factor framework for thinking about asset pricing, and the course spends some time exploring this framework and relating it to traditional expected return-beta statements of asset pricing models. Methods for analyzing the term structure of risk exposures and prices across alternative investment horizons are developed. Econometric challenges are explored. Finally, the effects of investor preferences and individual heterogeneity and frictions in asset markets on equilibrium stochastic discount factors are analyzed.

Instructor(s): Lars Hansen and Stefano Giglio Terms Offered: Winter

Equivalent Course(s): BUSF 35905

ECON 39400. THEORY OF FINANCIAL DECISIONS III. 100 Units.

We plan to cover three broad topics in this course: (1) theory of the firm; (2) the development of financial markets and its effects on real markets; and (3) financial intermediaries. We will start by trying to understand why firms exist. This will naturally lead on to questions about their organizational and control structures and about the way they are financed. Financial intermediaries play a key role in financing and we will attempt to understand why they are useful. Among the topics we will examine are the effects of financial contracts and intermediaries on incentives, commitment, and the liquidity of markets and the chance of a financial crisis.

This course is intended for Ph.D. students and advanced M.B.A. students who have a substantial understanding of formal economics and some basic game theory. Grades will be based on problem sets, referee reports and a final examination. Instructor(s): Douglas Diamond and Luigi Zingales Terms Offered: Spring Prerequisite(s): ECON 39001 / BUSF 35902. A solid background in advanced microeconomics is highly recommended. Equivalent Course(s): BUSF 35903

ECON 39600. TOPICS IN ASSET PRICING. 100 Units.

This course covers topics in the area of dynamic asset pricing, including standard complete market models, incomplete markets, portfolio constraints and transaction costs, learning and uncertainty, asymmetric information and other recent developments such as non-time additive preferences. The course will also cover selected topics in the area of derivative pricing and term structure models.

Instructor(s): Pietro Veronesi Terms Offered: Spring
Equivalent Course(s): BUSF 35907

ECON 39802. ADVANCED LAW AND ECONOMICS. 100 Units.

This seminar examines theoretical and empirical work in the economic analysis of law. It will cover, among other things, optimal tort rules, models of contract liability and remedies, optimal criminal rules, settlement and plea bargaining, and models of judicial behavior. Familiarity with calculus and either advanced undergraduate microeconomics or graduate microeconomics is expected. Grades will be based on class participation and a series of research paper proposals.

Instructor(s): Anup Malani Terms Offered: Spring
Equivalent Course(s): LAWS 55401

ECON 40101. ADVANCED INDUSTRIAL ORGANIZATION I. 100 Units.

This two-quarter sequence is part of the Industrial Organization Specialized Field taught jointly at the Ph.D. level in the Department of Economics and the Booth School of Business. Topics include modeling consumer demand, production function estimation, static and dynamic models of imperfect competition, pricing strategies, theory of the firm and organizational design. Recent theoretical and empirical approaches are emphasized.

Instructor(s): Chad Syverson Terms Offered: Autumn
Prerequisite(s): PQ: Solid background in first year Ph.D. level microeconomics and econometrics, e.g., ECON 30100, 30200, or 30300 and ECON 31000, 31100, or 31200.
Equivalent Course(s): BUSF 33921

ECON 40201. ADVANCED INDUSTRIAL ORGANIZATION II. 100 Units.

This two-quarter sequence is part of the Industrial Organization Specialized Field taught jointly at the Ph.D. level in the Department of Economics and the Booth School of Business. Topics include modeling consumer demand, production function estimation, static and dynamic models of imperfect competition, pricing strategies, theory of the firm and organizational design. Recent theoretical and empirical approaches are emphasized.

Instructor(s): Ali Hortacsu Terms Offered: Winter

Prerequisite(s): . PQ: Solid background in first year Ph.D. level microeconomics and econometrics, e.g., ECON 30100, 30200, or 30300 and ECON 31000, 31100, or 31200.

Equivalent Course(s): BUSF 33922

ECON 40301. ADVANCED INDUSTRIAL ORGANIZATION III. 100 Units.

This course will complement the other courses in the Ph.D. sequence for industrial organization and will focus on topics closely related to antitrust economics and regulation. Topics will include optimal price discrimination, bundling, tie in sales, price fixing, two sided markets including credit cards, the theory of optimal regulation, and the empirical facts of regulation. The course is primarily for PhDs in economics and business, but advanced law students interested in antitrust and regulation plus advanced and interested MBAs are welcome.

Instructor(s): Dennis Carlton Terms Offered: Spring

Equivalent Course(s): BUSF 33923, LAWS 99304

ECON 40701. TOPICS IN MATCHING AND MARKET DESIGN. 100 Units.

This course is a reading seminar on the theory and practice of market design. The first few weeks will introduce the field and its technology; subsequent weeks will discuss recent papers alongside their classical antecedents. In addition to technical content, class discussion will pay special attention to issues of problem identification and formulation, so as to understand what comprises "interesting" work in market design. Topics may include: spectrum reassembly, cadet-branch matching, affirmative action, large-market matching, kidney exchange chains, real property, and the design of dating websites.

Instructor(s): Scott Kominers Terms Offered: Spring

ECON 40801. INTRODUCTION TO THEORY-BASED EMPIRICAL METHODS WITH APPLICATIONS TO MARKET DESIGN. 100 Units.

This course will concentrate on identification and estimation of static models related to market design, but may also serve as an introduction to structural research in general. As a rough outline, the first segment will cover single-object auction models, the second segment will cover multi-object auction models, and the final segment will cover related settings including contracts, adverse selection models, rank-order contests, and matching markets. Lectures will briefly cover theoretical background of various models so as to facilitate an in-depth discussion of topics such as model identification within different informational environments, unobserved heterogeneity, estimation techniques, and counterfactual experiments. Class assignments will include empirical exercises, a referee report, and in-class presentations on recent research of interest to class members.

Instructor(s): Brent Hickman Terms Offered: Winter

ECON 41800. NUMERICAL METHODS IN ECONOMICS. 100 Units.

This course introduces a broad range of numerical methods, and shows how to use them to compute equilibrium in competitive and game theoretic models and compute econometric estimators. Applications will include solution of dynamic stochastic general equilibrium models, life-cycle dynamic programming problems, optimal taxation, nonlinear pricing, Nash equilibrium of dynamic games, and estimation of structural models. We will also introduce students to advanced computational tools, such as cluster computing and supercomputing; in particular, students will get accounts on supercomputers.

Instructor(s): Ken Judd Terms Offered: Autumn

ECON 41903. Computational Econometrics: Bringing Economics to Data. 100 Units.

The objective of this class is to equip students with the required computational skills that allow them to implement meaningful economic models in their quantitative research. We aim to put them in a position to develop their own econometric toolkit which is tailored to their research needs. The course consists of three parts. We begin by reviewing basic programming methods that enable computation intensive, high quality research. Then, we show the usefulness of these techniques for two common econometric models. First, we implement alternative estimation strategies for the static selection model. And second, we turn to the estimation of dynamic economic models.

Instructor(s): James Heckman Terms Offered: Winter

ECON 42100. AN INTRODUCTION TO DOING EMPIRICAL MICROECONOMIC RESEARCH. 100 Units.

This course is designed to give students early in their graduate careers exposure to carrying out their own empirical micro-focused research. Attention will be paid to every step in the process: idea generation, the use of data, identifying the right tools to answer the question at hand, testing hypotheses, making arguments convincing, etc. These issues will be discussed through evaluation of both outstanding papers in the literature, and papers that fail to achieve their full potential. Students will be expected to carry out their own original empirical research to meet the course requirements.

Instructor(s): Steven Levitt Terms Offered: Winter

Equivalent Course(s): LAWS 99303

ECON 42800. Creativity. 100 Units.

This seminar examines recent research on how creative people innovate in a wide range of intellectual activities. The main project for the course is a term paper that analyzes the creative life cycle of one or more innovators of the student's choice, using both quantitative and qualitative evidence. Students present their research in progress for discussion. The seminar is designed to give students all the tools needed to do this research, including choosing a subject, finding and using an appropriate data set, and negotiating the relevant scholarship.

Instructor(s): D. Galenson Terms Offered: Winter

Prerequisite(s): ECON 19800 or consent of instructor

Equivalent Course(s): ECON 22650

ECON 42900. Innovators. 100 Units.

Economists believe that innovation is a primary source of economic growth. Yet although most innovations are made by individuals or small groups, until recently economists have not studied how those exceptional people produce their discoveries. Recent research has shown that there are two very different types of innovators, who have different goals and follow different processes. This course surveys this research, examining the careers and innovations of important practitioners in a range of modern arts, including painters, novelists, sculptors, poets, movie directors, photographers, songwriters, and architects, as well as entrepreneurs and scientists. The material covered in this course adds a new dimension to our understanding of creativity and of how innovators in many different activities produce new forms of art and science.

Instructor(s): D. Galenson Terms Offered: Autumn

Prerequisite(s): Econ 20100

Equivalent Course(s): ECON 22600

ECON 49900. INDIVIDUAL RESEARCH. 100 Units.

For Required Research Paper: to be arranged between individual faculty and students – see Time Schedule for faculty Section Numbers.

Instructor(s): Faculty Terms Offered: Autumn, Winter, Spring



ENGLISH LANGUAGE AND LITERATURE

PROGRAM OF STUDY

The undergraduate program in English Language and Literature provides students with the opportunity to intensively study works of literature, drama, and film originally written in English. Courses address fundamental questions about topics such as the status of literature within culture, the literary history of a period, the achievements of a major author, the defining characteristics of a genre, the politics of interpretation, the formal beauties of individual works, and the methods of literary scholarship and research.

The study of English may be pursued as preparation for graduate work in literature or other disciplines, or as a complement to general education. Students in the English department learn how to ask probing questions of a large body of material; how to formulate, analyze, and judge questions and their answers; and how to present both questions and answers in clear, cogent prose. To the end of cultivating and testing these skills, which are central to virtually any career, each course offered by the department stresses writing.

Although the main focus of the English department is to develop reading, writing, and research skills, the value of bringing a range of disciplinary perspectives to bear on the works studied is also recognized. Besides offering a wide variety of courses in English, the department encourages students to integrate the intellectual concerns of other fields into their study of literature and film. This is done by permitting up to two courses outside the English department to be counted as part of the major if a student can demonstrate the relevance of these courses to his or her program of study.

Students who are not majoring in English Language and Literature may complete a minor in English and Creative Writing. Information follows the description of the major.

PROGRAM REQUIREMENTS

The program presupposes the completion of the general education requirement in the humanities (or its equivalent), in which basic training is provided in the methods, problems, and disciplines of humanistic study. Because literary study itself attends to language and is enriched by some knowledge of other cultural expressions, the major in English requires students to extend their work in humanities beyond the level required of all College students in the important areas of language and the arts:

1. beyond their College language competency requirement, English majors must take two additional quarters of work in language (or receive credit for the equivalent as determined by petition)
2. beyond their general education requirement, English majors must take one course in art history or in the dramatic, musical, and visual arts

Course Distribution Requirements

The major in English requires at least ten departmental courses, distributed among the following:

Theory Requirement

Critical Perspectives (ENGL 11100) or a course emphasizing literary theory.

Period Requirement

Reading and understanding works written in different historical periods require skills, information, and historical imagination that contemporary works do not demand. Students are accordingly asked to study a variety of historical periods in order to develop their abilities as readers, to discover areas of literature that they might not otherwise explore, and to develop a self-conscious grasp of literary history. In addition to courses that present authors and genres from many different eras, the program in English includes courses focused directly on periods of literary history. These courses explore the ways terms such as "Renaissance" or "Romantic" have been defined and debated, and they raise questions about literary change (influence, tradition, originality, segmentation, repetition, and others) that goes along with periodizing. To meet the period requirement in English, students should take at least one course in literature written before 1650, one course in literature written between 1650 and 1830, and one course in literature written between 1830 and 1940.

Genre Requirement

Because an understanding of literature demands sensitivity to various conventions and different genres, students are required to take at least one course in each of the genres of fiction, poetry, and drama/film.

British and American Literature Requirement

Students must study both British and American literature; at least one course in each is required.

Summary of Requirements

The English department requires a total of thirteen courses: ten courses in the English department; two language courses; and one course in the dramatic, musical, or visual arts. By Winter Quarter of their third year, students must submit to the undergraduate secretary a worksheet that may be obtained online at [english.uchicago.edu/files/English Requirement Worksheet 2011.pdf](http://english.uchicago.edu/files/English%20Requirement%20Worksheet%202011.pdf).

Two quarters of study at the second-year level in a language other than English 200

Any course in the dramatic, musical, or visual arts beyond the College general education requirement 100

A total of nine additional English courses is required to meet the distribution requirements of the major (one course may satisfy more than one requirement): 900

One English course in literature written before 1650

One English course in literature written between 1650 and 1830

One English course in literature written between 1830 and 1940

One English course in fiction	
One English course in poetry	
One English course in drama or film	
One English course in British literature	
One English course in American literature	
1-6 English electives (may include ENGL 29900)	
Senior project (optional)	
**	
Total Units	1200

* Or credit for the equivalent as determined by petition.

** The total of thirteen required courses must include ten courses in the English department; two language courses; and one course in the dramatic, musical, or visual arts. However, students may propose alternate programs as described below in the Courses Outside the Department Taken for Program Credit section.

NOTE: Some courses satisfy several genre and period requirements. For example, a course in metaphysical poetry would satisfy the genre requirement for poetry, the British literature requirement, and the pre-1700 requirement. For details about the requirements met by specific courses, students should consult the Associate Chair for Undergraduate Studies. Please note that no matter how individual programs are configured, the total number of courses required by the program remains the same.

Courses Outside the Department Taken for Program Credit

With the prior approval of the Associate Chair for Undergraduate Studies, a maximum of two courses outside the English department (excluding the required language courses; the required course in the dramatic, musical, or visual arts; and courses in Creative Writing [CRWR] or Theater and Performance Studies [TAPS]) may count toward the total number of courses required by the major. The student must propose, justify, and obtain approval for these courses before taking them. Such courses may be selected from related areas in the University (e.g., history, philosophy, religious studies, social sciences), or they may be taken in a study abroad program for which the student has received permission in advance from the Office of the Dean of Students in the College and an appropriate administrator in the English department. Transfer credits for courses taken at another institution are subject to approval by the Associate Chair for Undergraduate Studies and are limited to a maximum of five credits. Transferred courses do not contribute to the student's University of Chicago grade point average for the purpose of computing an overall GPA, Dean's List, or honors. NOTE: The Office of the Dean of Students in the College must approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a University sponsored study abroad program. For details, visit Examination Credit and Transfer Credit (p. 37).

Reading Courses

ENGL 29700	Reading Course	100
ENGL 29900	Independent BA Paper Preparation	100

Upon prior approval by the Associate Chair for Undergraduate Studies, undergraduate reading courses (ENGL 29700 Reading Course) may be used to fulfill requirements for the major if they are taken for a quality grade and include a final paper assignment. No student may use more than two courses in the major. Seniors who wish to register for the senior project preparation course (ENGL 29900 Independent BA Paper Preparation) must arrange for appropriate faculty supervision and obtain the permission of the Associate Chair for Undergraduate Studies. ENGL 29900 Independent BA Paper Preparation counts as an English elective but not as one of the courses fulfilling distribution requirements for the major. NOTE: Reading courses are special research opportunities that must be justified by the quality of the proposed plan of study; they also depend upon the availability of faculty supervision. No student can expect a reading course to be arranged automatically. For alternative approaches to preparing a BA paper, see the section on honors work.

GRADING

Students majoring in English must receive quality grades in all thirteen courses taken to meet the requirements of the program. Nonmajors may take English courses for P/F grading with consent of instructor.

Students who wish to use the senior project in English to meet the same requirement in another major should discuss their proposals with both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SENIOR HONORS WORK

To be eligible for honors, a student must have at least a 3.0 GPA overall and at least a 3.5 GPA in departmental courses (grades received for transfer credit courses are not included into this calculation). A student must also submit a senior project or senior seminar paper that is judged to be of the highest quality by the graduate student preceptor, faculty supervisor, and Associate Chair for Undergraduate Studies. This may take the form of a critical essay, a piece of creative writing, a director's notebook or actor's journal in connection with a dramatic production, or a mixed media work in which writing is the central element. Such a project is to be a fully finished product that demonstrates the highest quality of written work of which the student is capable.

The critical BA project may develop from a paper written in an earlier course or from independent research. Whatever the approach, the student is uniformly required to work on an approved topic and to submit a final version that has been written, critiqued by both a faculty adviser and a senior project supervisor, rethought, and rewritten. Students typically work on their senior project over three

quarters. Early in Autumn Quarter of their senior year, students will be assigned a graduate student preceptor; senior students who have not already made prior arrangements also will be assigned a faculty field specialist. In Autumn Quarter of their fourth year, students will attend a series of colloquia convened by the preceptors and designed to prepare them for the advanced research and writing demands of thesis work. In Winter and Spring Quarters, students will continue to meet with their preceptors and will also consult at scheduled intervals with their individual faculty adviser (the field specialist). Students may elect to register for the senior project preparation course (ENGL 29900 Independent BA Paper Preparation) for one-quarter credit.

Students wishing to produce a creative writing honors project must receive consent of the Associate Chair for Undergraduate Studies. Prior to Autumn Quarter of their fourth year, students must have taken at least one creative writing course at an intermediate or advanced level in the genre of their own creative project. In Winter Quarter of their fourth year, these students will enroll in a prose or a poetry senior seminar. These seminars, which are advanced courses, are limited to twelve students that will include those majoring in English as well as ISHU and Master of Arts Program in the Humanities (MAPH) students who are producing creative theses. Students will work closely with the faculty member, with a graduate preceptor, and with their peers in the senior writing workshops and will receive course credit as well as a final grade. Eligible students who wish to be considered for honors will, in consultation with the faculty member and preceptor, revise and resubmit their creative project within six weeks of completing the senior seminar. The project will then be evaluated by the faculty member and a second reader to determine eligibility for honors.

Completion of a senior project or senior seminar paper is no guarantee of a recommendation for honors. Honors recommendations are made to the Master of the Humanities Collegiate Division by the department through the Associate Chair for Undergraduate Studies.

ADVISING

All newly declared English majors must meet with the Associate Chair for Undergraduate Studies and must fill out the requirements worksheet. Students are expected to review their plans to meet departmental requirements at least once a year with the Associate Chair for Undergraduate Studies. To indicate their plans for meeting all requirements for the major, students are required to review and sign a departmental worksheet by the beginning of their third year. Worksheets may be obtained online at the following website: english.uchicago.edu/files/EnglishRequirementWorksheet2011.pdf. The Associate Chair for Undergraduate Studies has regularly scheduled office hours during which she is available for consultation and guidance on a student's selection of courses, future career plans, and questions or problems relating to the major. Students are also encouraged to consult with faculty members who share their field interests; the department directory lists faculty interests and projects.

THE LONDON PROGRAM

This program provides students in the College with an opportunity to study British literature and history in the cultural and political capital of England in the Autumn Quarter. In the ten-week program, students take four courses, three of which are each compressed into approximately three weeks and taught in succession by Chicago faculty. The fourth, project-oriented, course is conducted at a less intensive pace. The program includes a number of field trips (e.g., Cornwall, Bath, Canterbury, Cambridge). The London program is designed for third- and fourth-year students with a strong interest and some course work in British literature and history. While not limited to English or History majors, those students will find the program to be especially attractive and useful. English and History courses are pre-approved for use in their respective majors. Applications are available online via a link to Chicago's study abroad home page (study-abroad.uchicago.edu) and typically are due in mid-Winter Quarter.

MINOR PROGRAM IN ENGLISH AND CREATIVE WRITING

Students who are not English majors may complete a minor in English and Creative Writing. Such a minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing (CRWR) courses, with at least one at the intermediate or advanced level. The remaining required courses must be taken in the English department (ENGL). In addition, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, a substantial part or the whole of a play, two or three nonfiction pieces) to the Associate Chair for Undergraduate Studies in the English department by the end of the fifth week in the quarter in which they plan to graduate.

Students who elect the minor program in English and Creative Writing must meet with the Associate Chair for Undergraduate Studies in the English department before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the associate chair. The associate chair's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser. NOTE: Students completing this minor will not be given enrollment preference for CRWR courses, and they must follow all relevant admission procedures described at creativewriting.uchicago.edu.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Requirements follow for the minor program:

Two CRWR courses (at least one at the intermediate or advanced level)	200
Four CRWR or ENGL electives	400

a portfolio of the student's work

Total Units	600
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Samples follow of two plans of study:

ENGL 16500	Shakespeare I: Histories and Comedies	100
CRWR 10200	Beginning Fiction Workshop	100
CRWR 12000	Intermediate Fiction Workshop	100
CRWR 22100	Advanced Fiction Workshop	100

a portfolio of the student's work (two short stories)

ENGL 10400	Introduction to Poetry	100
CRWR 13000	Intermediate Poetry Workshop	100
CRWR 23100	Advanced Poetry Workshop	100
ENGL 16500	Shakespeare I: Histories and Comedies	100

a portfolio of the student's work (ten short poems)

For updated course information, visit english.uchicago.edu/course_search. For required student forms, visit english.uchicago.edu/undergrad/resources.

ENGLISH LANGUAGE & LITERATURE COURSES

ENGL 10200-10300. Problems in the Study of Gender; Problems in the Study of Sexuality.

This two-quarter interdisciplinary sequence is designed as an introduction to theories and critical practices in the study of feminism, gender, and sexuality. Both classic texts and recent conceptualizations of these contested fields are examined. Problems and cases from a variety of cultures and historical periods are considered, and the course pursues their differing implications in local, national, and global contexts. Both quarters also engage questions of aesthetics and representation, asking how stereotypes, generic conventions, and other modes of circulated fantasy have contributed to constraining and emancipating people through their gender or sexuality.

ENGL 10200. Problems in the Study of Gender. 100 Units.

This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.

Instructor(s): N. Atkinson, Autumn; J. Cole, Spring
Terms Offered: Autumn 2013, Spring 2014

Note(s): May be taken in sequence or individually.

Equivalent Course(s): GNSE 10100, CRES 10101, HIST 29306, SOSC 28200

ENGL 10300. Problems in the Study of Sexuality. 100 Units.

This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.

Instructor(s): Kristen Schilt
Terms Offered: Winter 2014

Note(s): May be taken in sequence or individually

Equivalent Course(s): GNSE 10200, SOSC 28300

ENGL 10300. Problems in the Study of Sexuality. 100 Units.

This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.

Instructor(s): Kristen Schilt
Terms Offered: Winter 2014

Note(s): May be taken in sequence or individually

Equivalent Course(s): GNSE 10200, SOSC 28300

ENGL 10400. Introduction to Poetry. 100 Units.

This course involves intensive readings in both contemporary and traditional poetry. Early on, the course emphasizes various aspects of poetic craft and technique, setting, and terminology, as well as provides extensive experience in verbal analysis. Later, emphasis is on contextual issues: referentially, philosophical and ideological assumptions, as well as historical considerations.

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

ENGL 10704. Form as Content: The Arts of Reading Fiction. 100 Units.

This course will explore various ways in which great fiction elicits the reader in the creation of meaning. Diction and syntax, plot and characterization, setting and context, allusion and reference: these and other techniques will be studied as sources of readerly pleasure. Strong emphasis will also be placed on building arguments, as students learn to construct micro- and macro-theses in their service of their "so what"s.

Instructor(s): W. Veeder Terms Offered: Autumn

ENGL 10705. Narrative and Memory. 100 Units.

This course introduces students to key concepts in the study of narrative by examining how prose fiction contends with the workings of memory. We will read 20th century and contemporary novels to ask how these texts represent memory formal strategies these authors develop in order to do so. We will pay particular attention to works that reflect on the elusiveness of the past and on failures or disruptions of acts of recall. We will also consider some works from genres adjacent to and influenced by prose fiction, such as the graphic novel and the literary memoir; for comparative purposes, we will watch one or two films and discuss cinematic approaches to issues such as unreliable narration and disordered or shifting temporalities. Authors may include Virginia Woolf, Marguerite Duras, Ama Ata Aidoo, Binjamin Wilkomirski, Tayeb Salih, Art Spiegelman, Kazuo Ishiguro, W. G. Sebald, and Teju Cole; films by Chris Marker, Michael Haneke; supplemental readings by Sigmund Freud, Henri Bergson, Hayden White, and Cathy Caruth.

Instructor(s): S. Thakkar Terms Offered: Autumn 2013

ENGL 10706. Introduction to Fiction. 100 Units.

This course will explore concepts and analytical tools for reading and interpreting fiction and other narrative forms. We will emphasize formal concerns about narrative voice (omniscience, irony, unreliability, and free indirect discourse) alongside socio-historical and literary-historical perspectives on the uses and pleasures of narrative art. To foreground the problem of narrative itself, we will consider texts from a variety of time periods, with widely varied approaches to the form (from Bunyan's *Pilgrim's Progress* to Jane Austen to Patrick McCabe's *Breakfast on Pluto*). Requirements include several short essays and a final examination.

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

ENGL 10707. Haunted Spaces, Suspect Cases: American Gothic, 1900-1960. 100 Units.

This course presents America's major writers of short fiction in the 20th century. We will begin with Willa Cather's "Paul's Case" in 1905 and proceed to the masters of High Modernism, Hemingway, Fitzgerald, Faulkner, Porter, Welty, Ellison, Nabokov, on through the next generation, o'Connor, Pynchon, Roth, Mukherjee, Coover, Carver, and end with more recent work by Danticat, Tan and the microfictionists. Our initial effort with each text will be close reading, from which we will move out to consider questions of ethnicity, gender and psychology. Writing is also an important concern of the course. There will be two papers and an individual tutorial with each student.

Instructor(s): William Veeder Terms Offered: Autumn 2013

ENGL 10800. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring

Note(s): Required of students majoring in Cinema and Media Studies

Equivalent Course(s): CMST 10100, ARTH 20000, ARTV 25300

ENGL 12002. Critique of Humanism. 100 Units.

This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique—accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry.

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

Equivalent Course(s): PHIL 21225, ENGL 34407, PHIL 31225

ENGL 12300. Poetry and Being. 100 Units.

This course involves close analysis of poems from a variety of periods, exposure to various critics' perspectives on literary form, and a series of theoretical readings on creativity, play, and emotion, which we will place in dialogue with our interpretations of individual poems. Theoretical areas to be explored include psychoanalysis and cognitive psychology.

Instructor(s): L. Ruddick Terms Offered: Winter

Prerequisite(s): PQ: Intro to Poetry (ENGL 10400) or an equiv course at another institution or consent of instructor.

ENGL 12700. Writing Biography. 100 Units.

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 26001, CRWR 46001, ENGL 32700

ENGL 12800. Theories of Media. 100 Units.

This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a habitat" in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and such modern texts as Marshall McLuhan's *Understanding Media*, Régis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of such concepts as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at such recent films as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises, and a final paper.

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): AMER 30800, ARTH 25900, ARTH 35900, ARTV 25400, CMST 27800, CMST 37800, ENGL 32800

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.

Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee \$20.

Equivalent Course(s): ISHU 23000, ENGL 33000

ENGL 13800. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): CLAS 31200,CLCV 21200,CMLT 20500,CMLT 30500,ENGL 31000,TAPS 28400

ENGL 13900. History and Theory of Drama II. 100 Units.

This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington, H. Coleman Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): CMLT 20600,CMLT 30600,ENGL 31100,TAPS 28401

ENGL 14900. Old English. 100 Units.

This course is designed to prepare students for further study in Old English language and literature. As such, our focus will be the acquisition of those linguistic skills needed to encounter such Old English poems as *Beowulf*, *The Battle of Maldon*, and *The Wanderer* in their original language. In addition to these texts, we may also translate the prose *Life of Saint Edmund, King and Martyr* and such shorter poetic texts as the Exeter Book riddles. We will also survey Anglo-Saxon history and culture, taking into account the historical record, archeology, manuscript construction and illumination, and the growth of Anglo-Saxon studies as an academic discipline. This course serves as a prerequisite both for further Old English study at the University of Chicago and for participation in the Newberry Library's Winter Quarter Anglo-Saxon seminar.

Instructor(s): C. von Nolcken Terms Offered: Autumn

Equivalent Course(s): ENGL 34900, GRMN 34900

ENGL 15200. Beowulf. 100 Units.

This course will aim to help students read *Beowulf* while also acquainting them with some of the scholarly discussion that has accumulated around the poem. We will read the poem as edited in Klaeber's *Beowulf* (4th ed., Univ. of Toronto Press, 2008). Once students have defined their particular interests, we will choose which recent approaches to the poem to discuss in detail; we will, however, certainly view the poem both in itself and in relation to Anglo-Saxon history and culture in general.

Instructor(s): C. von Nolcken Terms Offered: Winter

Prerequisite(s): PQ: ENGL 14900/35900 or the Equivalent

Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.

Equivalent Course(s): ENGL 35200, FNDL 28100, GRMN 32900

ENGL 15301. From the Annals of Wales to Monty Python and the Holy Grail: King Arthur in Legend and History. 100 Units.

We will consider the historical origins of the Arthurian Legend and some of the ways in which it has subsequently been reshaped and used in great Britain. We will concern ourselves first with how the legend was treated in the Middle Ages, most importantly by Geoffrey of Monmouth in the twelfth century and Thomas Malory in the fifteenth. Then we will turn to the extraordinary revival of interest in the legend that started with the Victorians and which has continued almost unabated to the present. In our discussions we will consider such matters as the various political uses that have been made of the legend as well as some of the reasons for its enduring popularity. We will end with a viewing of the 1975 film *Monty Python and the Holy Grail*.

Instructor(s): C. von Nolcken Terms Offered: Autumn

ENGL 15500. Chaucer: The Canterbury Tales. 100 Units.

This course is an examination of Chaucer's art as revealed in selections from *The Canterbury Tales*. Our primary emphasis is on a close reading of individual tales, but we also pay attention to Chaucer's sources and to other medieval works that provide relevant background.

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

Equivalent Course(s): FNDL 25700

ENGL 16500. Shakespeare I: Histories and Comedies. 100 Units.

An exploration of Shakespeare's major plays in the genres of history play and romantic comedy, from the first half (roughly speaking) of his professional career: *Richard II*, *Henry IV Parts 1 and 2*, *A Midsummer Night's Dream*, *Much Ado about Nothing*, *Twelfth Night*, and *Troilus and Cressida*.

Instructor(s): D. Bevington Terms Offered: Winter

Equivalent Course(s): FNDL 21403, TAPS 28405, ISHU 26550

ENGL 16600. Shakespeare II: Tragedies and Romances. 100 Units.

This course will study the second half of Shakespeare's career, from 1600 to 1611, when the major genres that he worked in were tragedy and "romance" or tragicomedy. Plays to be read will include *Hamlet*, *Othello*, *King Lear* (quarto and folio versions), *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Pericles*, *The Winter's Tale*, and *The Tempest*. There will be one short and one longer paper. Section attendance is required.

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

Note(s): ENGL 16500 recommended but not required.

Equivalent Course(s): FNDL 21404, TAPS 28406

ENGL 16711. Hamlet and Critical Methods. 100 Units.

Shakespeare's *Hamlet* has probably inspired the most criticism of any play in world literature, and it has certainly inspired some of the greatest criticism. This course explores the goals, presuppositions, strengths, and limitations of different kinds of scholarship and criticism by focusing upon the variety of approaches that have been (or in some cases, could be) applied to Shakespeare's play. The course will focus on modern editorial theory and practice; classical and neoclassical discussions of mimesis, plot, and theatrical affect; Romantic, psychoanalytic, and postmodern discussions of Hamlet as character; recent literary historical discussions of sources and genre; new critical, new historicist, and feminist analyses of the play's imagined world; as well as performances and literary adaptations of *Hamlet* conceived of as interpretations of the play.

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

ENGL 16910. The English Renaissance in Context. 100 Units.

This course provides students with an introduction both to English Renaissance literature and to reading literature in context. It covers major authors and works from the period while teaching students about how works of literature affect one another and how one work changes how we read another.

Instructor(s): P. Goldfarb Terms Offered: Spring

ENGL 18106. The Many Media Provocations of Laurence Sterne. 100 Units.

This course reads Laurence Sterne's *Tristram Shandy* and *Sentimental Journey*—and a few of the works these works have inspired—in light of the long reach of this eighteenth-century novelist across time and media, from travel-writing and engraving to film and the graphic novel.

Instructor(s): L. Caldwell Terms Offered: Autumn

ENGL 20129. London Program-Romantic London. 100 Units.

This course examines British literature of the late eighteenth and early nineteenth centuries alongside the new cultural institutions of the moment that were inventing “high” culture even as they brought the arts before unprecedentedly democratic audiences. The period witnesses the emergence of the Foundling Hospital (1741), the British Museum (1753), the Royal Society for the Encouragement of Arts, Manufactures, and Commerce (1754), the Royal Academy of Art (1768), and the National Gallery (1824). With a special focus on the urbane forms of poetry and the essay, we will address the relevance of this sweeping reordering of the arts both for individual authors and for the literary sphere as a whole. Primary texts will include the poetry of William Blake, William Wordsworth, and John Keats and the essays of William Hazlitt and Charles Lamb. But we will also consider the actual sites of these institutions as primary texts in their own right, and thus draw upon the unique perspective London itself will allow us.

Instructor(s): T. Campbell Terms Offered: Autumn

ENGL 20130. London Program-Transnational Shakespeare. 100 Units.

This course travels through the cultures and genres of the Renaissance in order to bring Shakespeare's world into focus. We'll chart the course of Renaissance Humanism as it moves through space and time, explore the impact of the transatlantic encounter on literary writing, and inhabit scenes of political and confessional conflict that play out on both the stage of world history and that of Shakespeare's theater. In addition to such works as *Romeo and Juliet*, *A Midsummer Night's Dream*, *Twelfth Night*, *Henry IV (1 and 2)*, *Macbeth*, *Hamlet*, and *The Tempest*, readings will be drawn from authors including Petrarch, Wyatt, Rabelais, Machiavelli, Columbus, Cortés, Marlowe, Montaigne, and Calderón.

Instructor(s): D. Simon Terms Offered: Autumn

ENGL 20220. British Poetry of the Long 1930s. 100 Units.

W.H. Auden dominated the poetic landscape of his time and his influence has been powerfully felt in later English and American poetry. Less celebrated British poetry of the 1930s and early 1940s offers a fascinating range of modernist and counter-modernist aesthetic strategies negotiating political crisis. This course will encounter Marxist, Scottish nationalist, quasi-Fascist, Surrealist, collage, feminist and proletarian poets. The poetic response to the Spanish Civil War will be a special focus.

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

Equivalent Course(s): ENGL 30220

ENGL 20601. Jane Austen. 100 Units.

This course offers an introduction to the novels of Jane Austen, and to the work of some of her contemporary writers (possibly to include Burney, Radcliffe, Wollstonecraft, Inchbald, Edgeworth). We will also read some significant work in Austen criticism, focusing on Austen's innovations in the novel form, as well as on issues of gender, power, sentimentalism, and judgment.

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

ENGL 21920. Victorian Ruin. 100 Units.

'Victorian Ruin' invites students to investigate the lavish and fascinating pessimisms of Victorian literature. We will draw from a variety of genres to think about the imaginative work of Victorian texts preoccupied with the depredations of modern life: novels of disillusionment, essays forecasting cultural degeneration, poems lamenting the loss of traditional sexual, religious, and social forms.

Instructor(s): D. Brown Terms Offered: Spring

ENGL 22207. Psychoanalytic Approaches to Literature. 100 Units.

How can psychoanalysis be used as a framework for understanding literary texts? In this course, students will read a series of influential psychoanalytic works from Freud's *Dora* to contemporary relational psychoanalysis, as well as a number of literary-critical works that draw on psychoanalytic theory. At each meeting we will pair a theoretical or critical text with a work of poetry or fiction, using the theory to shed light on the literary text and occasionally vice versa. The course is intended both to help students to refine their skills as close readers of literature and to provide insight into some of the varied ways in which psychoanalytic thinkers have pondered what it is to be human. Psychoanalytic readings include works by Freud, D. W. Winnicott, Lewis Aron, Christopher Bollas, and Jeannine Chasseguet-Smirgel.

Instructor(s): L. Ruddick Terms Offered: Autumn

ENGL 22208. Lacan. 100 Units.

Will focus on Lacan's accounts of identification, desire, normativity, and the drive, with attention to his critique of ego psychology. Readings from *Ecrits* and *Seminars* 2, 7 and 10.

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

ENGL 23100. Immigration and Deregulation in Recent British Fiction. 100 Units.

This course looks at the impact on British fiction of the two most powerful forces transforming British life from the 1950s to the present—mass immigration and financial deregulation. The period covered will be that of Thatcher's governments and their extended aftermath. Core novels are *White Teeth* and *NW* by Zadie Smith, *Brick Lane* by Monica Ali, *Money* and *London Fields* by Martin Amis, and *Capital* by John Lanchester.

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

Equivalent Course(s): ENGL 33525

ENGL 23413. Introduction to Literary Theory. 100 Units.

This course will survey some of the theoretical positions that have been most influential for literary study: formalism, structuralism, deconstruction and poststructuralism, Marxism. Readings will be drawn from the writings of Immanuel Kant, W.K. Wimsatt and Monroe Beardsley, Cleanth Brooks, Ferdinand de Saussure, Claude Levi-Strauss, Jacques Derrida, Paul de Man, Fredric Jameson, and T.J. Clark. Students will be asked to write three analyses for class presentation.

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

ENGL 24002. Joyce's Ulysses: An Introduction. 100 Units.

This course consists of a chapter-by-chapter introduction to *Ulysses*. We will focus on such themes as the city, aesthetics, politics, sex, food, religion, and the family, while paying close attention to Joyce's use of multiple narrators and styles. Students are strongly encouraged to read Joyce's *A Portrait of the Artist as a Young Man* and Homer's *Odyssey* as preparation for this course. Assignments will consist of bi-weekly quizzes, collaborative class presentations, regular contributions to the class blog, and 2–3 papers. Students are also required to attend the sessions on *Ulysses* at the conference on Forms of Fiction on November 7–9, 2013.

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

Equivalent Course(s): ENGL 33637

ENGL 24101. Middlemarch. 100 Units.

This course will spend the entire quarter focusing on Eliot's masterwork, with some attention to the novel's literary and intellectual context.

Instructor(s): L. Rothfield Terms Offered: Autumn

Prerequisite(s): Crosslisted courses are designed for advanced undergraduates and graduate students.

Equivalent Course(s): ENGL 42301, FNLD 22711

ENGL 24304. India in English. 100 Units.

This course examines the emergence of India as a theme in twentieth-century English fiction. We will consider a representative sample of texts, both fictional and non-fictional, written about India by Indian and non-Indian writers. The subject will examine the historical contexts for the India-England connection, especially the impact of British imperialism. Elements of postcolonial theory will be brought to bear upon specific textual study.

Instructor(s): L. Gandhi Terms Offered: Spring

ENGL 24313. Mariners, Renegades, and Castaways: The Seedy Side of the Atlantic World. 100 Units.

This course will explore literature by and about people who lived at the margins of Atlantic society in the 17th, 18th, and 19th centuries. This is a literature of pirates and prostitutes, of migrants and mercenaries, sailors and slaves, who sought to form worlds at the edges of the period's empires and emergent nation-states. We will explore half-forgotten texts that bear traces of the utopian promise of these alternative and abnormal lives: pirate tales, tracts of black radicals, and accounts of revolutionary shipwrecked sailors forming utopian communities in the Americas. We will also look at more canonical literature that draws upon and negotiates with the seedier side of the Atlantic world: Shakespeare's *Tempest*, Defoe's *Moll Flanders*, Smollett's *Roderick Random*, Melville's *Benito Cereno*, and Olaudah Equiano's *Interesting Narrative*.

Instructor(s): C. Taylor Terms Offered: Winter

ENGL 24319. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901, ARTV 36901, CRWR 26341, CRWR 46341, ENGL 34319, BPRO 26200

ENGL 24400. Brecht and Beyond. 100 Units.

Brecht is indisputably the most influential playwright in the twentieth century. In this course we will explore the range and variety of Brecht's own theatre, from the anarchic plays of the 1920's to the agitprop *Lehrstück* to the classical parable plays, as well as the works of his heirs in Germany (Heiner Müller, Franz Xaver Kroetz, Peter Weiss), Britain (John Arden, Edward Bond, Caryl Churchill), and sub-Saharan Africa (Soyinka, Ngugi, and various South African theatre practitioners). We will also consider the impact of Brechtian theory on film, from Brecht's own *Kuhle Wampe* to Jean-Luc Godard.

Instructor(s): L. Kruger Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in Theater and Performance Studies and/or Humanities; second-year standing or above.

ENGL 24402. Decolonizing Drama and Performance in Africa. 100 Units.

This course will examine the connections among dramatic writing, theatrical practice, and theoretical reflection on decolonization, primarily in Africa and the Caribbean in the 20th century. Authors (many of whom write theory and theatre) may include the following writers in English, French, and/or Spanish: Aima Aidoo, Fatima Dike, Aime Cesaire, Franz Fanon, Fernandez Retamar, Athol Fugard, Biodun Jeyifo, Were were Liking, Mustafa Matura, Jose Marti, Ngugi wa Thiong'o, Kwame Nkrumah, Wole Soyinka, Derek Walcott.

Instructor(s): L. Kruger Terms Offered: Spring

Prerequisite(s): Third- and fourth-year undergraduate students with at least one previous course in theatre and/or African studies.

Note(s): Working knowledge of French and/or Spanish is required for Comparative Literature status and recommended but not required for everyone else.

Equivalent Course(s): TAPS 28418

ENGL 24403. Beckett: Page, Stage, Screen. 100 Units.

Though best known for a single play, *Waiting for Godot*, Samuel Beckett was a poet, novelist, short-story writer, playwright, translator, and critic with a voluminous output. This course introduces students to the staggering variety and influence of one of the central figures in twentieth-century literature and theatre by reading Beckett's better-known plays alongside his work in other media. Among the questions we will ask are: Why did Beckett either abandon or make unrecognizable almost every medium in which he worked? What happens when a medium becomes the means of its own undoing? What can Beckett's experiments teach us about the presumed and actual limits of form? What can we learn from Beckett's career about the cardinal developments in twentieth-century drama, literature, film, and television? The course places primary emphasis on Beckett's plays (both on paper and in recorded performances), but we also spend some time on his novels, prose pieces, criticism, film, and television pieces.

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

Equivalent Course(s): TAPS 28433

ENGL 24408. Before and After Beckett: Theater and Theory. 100 Units.

Beckett is conventionally typed as the playwright of minimalist scenes of unremitting bleakness but his experiments with theatre and film echo the irreverent play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton) as well as the artistic avant garde (Jarry). This course will juxtapose these early 20th century models with Beckett's plays on stage and screen and those of his contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver, Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes, Badiou, Bert States, and others. Comparative Literature students will have the opportunity to read French originals.

Instructor(s): L. Kruger Terms Offered: Winter

Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors only; not open to first-year College students

Equivalent Course(s): CMLT 24408, TAPS 28438

ENGL 24410. The Dramas of Modernism. 100 Units.

This course seeks to explore the modernists' engagements with dramatic form. Course materials will include plays, radio-dramas, translations of non-Western works, essays on theater, and a series of novels and poems influenced (directly or obliquely) by dramatic techniques. Authors will include Artaud, T.S. Eliot, Beckett, Joyce, Pound, Stein, Woolf, and Yeats.

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

ENGL 25007. Assemblage: Inorganic Form. 100 Units.

This course is meant to provoke new modes of conceptualizing and analyzing aesthetic forms—modes derived from within and beyond the literary and plastic arts. To establish a center of gravity for the course we will concentrate on an art exhibition, "The Art of Assemblage" (MOMA, 1961), on the work of particular artists (Joseph Cornell, Robert Rauschenberg, Louise Nevelson), and on William Carlos Williams's "compiled" epic, *Paterson* (1946–1963). From there we will move both backwards and forwards. Backwards to Coleridge's theory of "organic form" and Poe's "Philosophy of Composition," to such works as Melville's *Moby Dick* and Jean Toomer's *Cane*, and to Man Ray's assembled objects and André Breton's object-poems. Forwards to Language poetry and language art, recent installation work, and some text-based digital fiction. Along the way, we will be tracking the different uses of the term "assemblage" in archaeology, architecture, anthropology, human geography, and social theory (where Deleuze and Guattari's notion of agencement has played an especially prominent role). Students will be required to produce a conceptually grounded experiment, to make an oral presentation, and to write a final paper (10 pages) that responds to the course's overarching question: How might we understand the relation between assemblage as an artistic practice and assemblage deployed as concept of analysis?

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

Note(s): 4th Year Students

ENGL 25107. Survey of Early American Literature. 100 Units.

Introduction to the major English-language texts of the period, from the Elizabethans through Fenimore Cooper.

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

ENGL 25403. American West. 100 Units.

This course considers the power of the west as an imagined construct, an ideologically charged and prophetic "direction" in American cultural production. Beginning with Elizabethan dreams of wealth and haven, as well as Revolutionary and Jeffersonian articulations of America's redemptive role in world politics, we will focus primarily on 19th novels and paintings of westwarding as an American "manifest destiny." Finally, we will turn to the marketing of the west in dime novels, the Wild West Show, Hollywood films, and contemporary television. Throughout the quarter we will follow out the challenges posed by recent scholars of the New Western History to boosters of the mythic west.

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

Equivalent Course(s): ENGL 45403

ENGL 25913. Mapping Modernism. 100 Units.

In this class we'll be exploring the spaces and places of Modernism, from the streets of Paris to the drawing rooms of London. If the story that literary modernism tells about itself is one about interiority, consciousness and subjectivity, this class will seek to tell a different story, one about modernism's obsession with its built environment.

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

ENGL 25933. Literature of 9/11. 100 Units.

This course explores how 9/11 informs 21st-century literature. It understands the category of "literature" broadly: as Greil Marcus and Werner Sollors write in *The New Literary History of America*, the "literary" is not only what is written but also what is voiced, what is expressed, what is invented, in whatever form. As such, we will analyze novels, graphic narratives, memoirs, music, films, professional and amateur photography, and civic memorials and public art projects, as well as recent critical and theoretical studies about trauma and mourning, to develop a framework for gauging contemporary cultural and aesthetic responses to and representations of disaster. Texts may include Art Spiegelman's *In the Shadow of No Towers*, Ernie Colón and Sid Jacobson's *9/11 Report: A Graphic Adaptation*, Jonathan Safran Foer's *Extremely Loud and Incredibly Close*, Joseph O'Neill's *Netherland*, Don DeLillo's *Falling Man*, *Here is New York: A Democracy of Photographs* (ed. Peress et al), Jenny Holzer's 7 World Trade Center project, such essays as DeLillo's "In the Ruins of the Future," and the films *United 93* and *World Trade Center*, along with writing by Judith Butler, Marianne Hirsch, E. Ann Kaplan, and Jill Bennett, among others.

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

ENGL 25954. New and Emerging Genres. 100 Units.

This course explores late twentieth and early twenty-first century genres as they have emerged in literature and new media. Throughout the quarter, we will turn to genres that follow "postmodernism"—a now-standard category that describes literary experiments that unfolded in the years following World War II. The genres that will concern us may include cyberpunk fiction, new weird literature, the post-ironic novel, the graphic novel, the complex narrative television serial, the survival horror videogame, the transmedia game, and various genres of electronic and location-based literature. Through a survey of the literature of our historical present, we will examine movements that complicate and depart from the earlier literary category of the "postmodern." We will also interrogate the very category of the "new." Novelty, in our historical moment, is so often celebrated. Still, it remains an open question of contemporary literature and politics alike whether we, like the modernists of the early twentieth century, can or should "make it new." Course requirements include engaged participation in class discussion, a special topic presentation (in pairs), several blog entries, a midterm paper, and a final research paper (along with an abstract and presentation). There will be no additional exams.

Instructor(s): P. Jagoda Terms Offered: Autumn

ENGL 25956. Disability Studies: An Introduction. 100 Units.

This course introduces disability as a critical category, and is grounded in readings of 20th century American novels from *Winesburg, Ohio* to *Geek Love*. Students will become conversant in disability studies' foundational insights as well as new directions in the field (intersections with critical race studies and queer theory, for instance).

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

ENGL 26206. Race and Space. 100 Units.

This course will look at the way that race is as much a product of space as it is of blood, skin, vision, or law. How does space determine the way we perceive race and how does race color the ways we experience and relate to space? Starting with post-antebellum rewritings of slavery's spaces, moving through the hysteria surrounding passing and urbanization in the 1920s, the role of the mid-century suburbs in reorganizing racial categories, the post-Civil Rights post-industrial city and the shoring up of the ghetto, to the current intersections between ideas of the post-racial and the post-spatial, this course will explore the novel as a key site for mediating the changing linked experience of race and space.

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

ENGL 26207. Success, Failure, and the American Dream. 100 Units.

Americans live in the shadow of "The American Dream"—a term that summarizes a set of both social and emotional values. This course moves chronologically from the 19th to the 20th century, thinking broadly about the ethos of success and the lessons of failure in the United States. Readings include Franklin, Douglass, Melville, Whitman, Fitzgerald, and Mamet.

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

ENGL 26900. Late 20th Century U.S. Literature and Culture. 100 Units.

Ranging across genres and media platforms, this survey course covers the major aesthetic innovations of the late 20th century in their historical context. Beginning with the end of World War II and ending at 9/11, each week will contain one major reading and several smaller ones as well as samplings of other arts (photography, film, performance art, etc.) relevant or analogous to the readings.

Instructor(s): D. Nelson Terms Offered: Spring

Note(s): Register via discussion section

ENGL 26908. The American Novel, 1880-1920. 100 Units.

Intensive readings in American fiction during its rise to prominence. Likely authors will include Mark Twain, Henry James, W. D. Howells, Sarah Orne Jewett, Kate Chopin, Charles Chesnut, James Weldon Johnson, Edith Wharton, and Theodore Dreiser. We'll pair close readings of the texts with broader considerations of the period's massive social transformations: urban industrialism and labor, migration and race relations, the rise of new forms of media, consumer culture, and shifting gender norms.

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

ENGL 27201. Aesthetic Judgment and 19th Century American Literature. 100 Units.

We will read a variety of texts from 19th century American literature (Emerson, Thoreau, Fuller, Jacobs, Hawthorne, Melville, Poe), and some non-American philosophy (Kant, Adorno) as a frame for thinking about the work of aesthetic judgment in philosophical modernity, and, in turn, the work of American literature in a modern critical imaginary.

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

ENGL 27306. Introduction to Afro-American Literature: 1892-1974. 100 Units.

This course will examine the political considerations and the literary and critical texts that gave rise to the conception of, and the effort to establish, a distinctively black literary practice. We will seek to understand why the idea of a black literature emerged and the way that this idea shaped aesthetic and critical practices for black writers over the course of the 20th century.

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

ENGL 27311. The Beauty of a Social Problem: American Literature, Race Relations, and the Autonomy of Form. 100 Units.

This course studies the concept of the “autonomy of form” as it has been deployed and contested within the American context of literature production and some theoretical accounts of this production. What does it mean to claim that a work of art exist autonomously in the context of slavery, racial segregation, and contemporary economic inequality? We will explore the extent to which our target writers (viz. Poe, Melville, Henry James, Willa Cather, Wallace Stevens and William Faulkner) imagine, produce, or contest a socially referential aesthetics—a sense of beauty based on or apart from the social problems plaguing the American nation.

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

ENGL 28703. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for "the mad" to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus—not simply on the mentally ill subject as hero or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity *and* the sanatorium, both the deranged subject *and* the asylum, both the madwoman *and* the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ARTH 26905, ARTH 36905, ARTV 26411, ARTV 36411, CMST 25550, CMST 35550, ENGL 38703, BPRO 26400

ENGL 29300-29600. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ENGL 29300. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 26500,ARTV 36500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 48700,MAPH 36000

ENGL 29600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 48900,MAPH 33700

ENGL 29600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 48900,MAPH 33700

ENGL 29700. Reading Course. 100 Units.

An instructor within ENGL agrees to supervise the course and then determines the kind and amount of work to be done.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Petition to Associate Chair for Undergraduate Studies and consent of instructor

Note(s): These reading courses must include a final paper assignment to meet requirements for the ENGL major and students must receive a quality grade. Students may not petition to receive credit for more than two ENGL 29700 courses. Students are required to submit the College Reading and Research Course Form.

ENGL 29900. Independent BA Paper Preparation. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Associate Chair for Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. For more information and an electronic version of the petition form, visit english.uchicago.edu/undergraduate/courses. This course may not be counted toward the distribution requirements for the major, but it may be counted as a departmental elective.

ENGL 30220. British Poetry of the Long 1930s. 100 Units.

W.H. Auden dominated the poetic landscape of his time and his influence has been powerfully felt in later English and American poetry. Less celebrated British poetry of the 1930s and early 1940s offers a fascinating range of modernist and counter-modernist aesthetic strategies negotiating political crisis. This course will encounter Marxist, Scottish nationalist, quasi-Fascist, Surrealist, collage, feminist and proletarian poets. The poetic response to the Spanish Civil War will be a special focus.

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

Equivalent Course(s): ENGL 20220

ENGL 31000. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 20500, CMLT 30500, TAPS 28400

ENGL 31100. History and Theory of Drama II. 100 Units.

This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington, H. Coleman Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13900, CMLT 20600, CMLT 30600, TAPS 28401

ENGL 32700. Writing Biography. 100 Units.

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 26001, CRWR 46001, ENGL 12700

ENGL 32800. Theories of Media. 100 Units.

This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a "habitat" in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and such modern texts as Marshall McLuhan's *Understanding Media*, Régis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of such concepts as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at such recent films as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises, and a final paper.

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): ENGL 12800, AMER 30800, ARTH 25900, ARTH 35900, ARTV 25400, CMST 27800, CMST 37800

ENGL 33000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.

Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring
Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee \$20.

Equivalent Course(s): ISHU 23000, ENGL 13000

ENGL 33525. Immigration and Deregulation in Recent British Fiction. 100 Units.

This course looks at the impact on British fiction of the two most powerful forces transforming British life from the 1950s to the present—mass immigration and financial deregulation. The period covered will be that of Thatcher's governments and their extended aftermath. Core novels are *White Teeth* and *NW* by Zadie Smith, *Brick Lane* by Monica Ali, *Money* and *London Fields* by Martin Amis, and *Capital* by John Lanchester.

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

Equivalent Course(s): ENGL 23100

ENGL 33637. Joyce's Ulysses: An Introduction. 100 Units.

This course consists of a chapter-by-chapter introduction to *Ulysses*. We will focus on such themes as the city, aesthetics, politics, sex, food, religion, and the family, while paying close attention to Joyce's use of multiple narrators and styles. Students are strongly encouraged to read Joyce's *A Portrait of the Artist as a Young Man* and Homer's *Odyssey* as preparation for this course. Assignments will consist of bi-weekly quizzes, collaborative class presentations, regular contributions to the class blog, and 2–3 papers. Students are also required to attend the sessions on *Ulysses* at the conference on Forms of Fiction on November 7–9, 2013.

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

Equivalent Course(s): ENGL 24002

ENGL 34319. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901, ARTV 36901, CRWR 26341, CRWR 46341, ENGL 24319, BPRO 26200

ENGL 34407. Critique of Humanism. 100 Units.

This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique—accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry.

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

Equivalent Course(s): PHIL 21225, ENGL 12002, PHIL 31225

ENGL 34900. Old English. 100 Units.

This course is designed to prepare students for further study in Old English language and literature. As such, our focus will be the acquisition of those linguistic skills needed to encounter such Old English poems as *Beowulf*, *The Battle of Maldon*, and *The Wanderer* in their original language. In addition to these texts, we may also translate the prose *Life of Saint Edmund, King and Martyr* and such shorter poetic texts as the Exeter Book riddles. We will also survey Anglo-Saxon history and culture, taking into account the historical record, archeology, manuscript construction and illumination, and the growth of Anglo-Saxon studies as an academic discipline. This course serves as a prerequisite both for further Old English study at the University of Chicago and for participation in the Newberry Library's Winter Quarter Anglo-Saxon seminar.

Instructor(s): C. von Nolcken Terms Offered: Autumn

Equivalent Course(s): ENGL 14900, GRMN 34900

ENGL 35200. Beowulf. 100 Units.

This course will aim to help students read *Beowulf* while also acquainting them with some of the scholarly discussion that has accumulated around the poem. We will read the poem as edited in Klaeber's *Beowulf* (4th ed., Univ. of Toronto Press, 2008). Once students have defined their particular interests, we will choose which recent approaches to the poem to discuss in detail; we will, however, certainly view the poem both in itself and in relation to Anglo-Saxon history and culture in general.

Instructor(s): C. von Nolcken Terms Offered: Winter

Prerequisite(s): PQ: ENGL 14900/35900 or the Equivalent

Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.

Equivalent Course(s): ENGL 15200, FNDL 28100, GRMN 32900

ENGL 35902. Virgil, The Aeneid. 100 Units.

A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil's times to ours.

Instructor(s): G. Most Terms Offered: Winter 2013

Prerequisite(s): Latin helpful

Equivalent Course(s): CLAS 44512, CMLT 35902, SCTH 35902

ENGL 38703. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for "the mad" to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus—not simply on the mentally ill subject as hero or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity *and* the sanatorium, both the deranged subject *and* the asylum, both the madwoman *and* the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ARTH 26905, ARTH 36905, ARTV 26411, ARTV 36411, CMST 25550, CMST 35550, ENGL 28703, BPRO 26400

ENGL 42301. Middlemarch. 100 Units.

This course will spend the entire quarter focusing on Eliot's masterwork, with some attention to the novel's literary and intellectual context.

Instructor(s): L. Rothfield Terms Offered: Autumn

Prerequisite(s): Crosslisted courses are designed for advanced undergraduates and graduate students.

Equivalent Course(s): FNDL 22711, ENGL 24101

ENGL 44600. Introduction to Cultural Policy Studies. 100 Units.

The course is designed to move beyond the values debate of the culture wars in order to focus on how culture here defined as the arts and humanities can be evaluated analytically as a sector, an object of policy research. In what sense can it be said that there is a national interest or public interest in culture? What is the rationale for government intervention in or provision for the arts and humanities? Is it possible to define the workings of culture in a way that would permit one to recommend one form of support rather than another, one mode of collaboration or regulation over another? Is it possible to measure the benefits (or costs) economic, social, and political of culture? We will begin by reading some classic definitions of culture and more recent general policy statements, then address a series of problematic issues that require a combination of theoretical reflection and empirical research.

Equivalent Course(s): PPHA 39600

ENGL 45403. American West. 100 Units.

This course considers the power of the west as an imagined construct, an ideologically charged and prophetic "direction" in American cultural production. Beginning with Elizabethan dreams of wealth and haven, as well as Revolutionary and Jeffersonian articulations of America's redemptive role in world politics, we will focus primarily on 19th novels and paintings of westwarding as an American "manifest destiny." Finally, we will turn to the marketing of the west in dime novels, the Wild West Show, Hollywood films, and contemporary television. Throughout the quarter we will follow out the challenges posed by recent scholars of the New Western History to boosters of the mythic west.

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

Equivalent Course(s): ENGL 25403

ENGL 48000. Methods and Issues in Cinema Studies. 100 Units.

This course offers an introduction to ways of reading, writing on, and teaching film. The focus of discussion will range from methods of close analysis and basic concepts of film form, technique and style; through industrial/critical categories of genre and authorship (studios, stars, directors); through aspects of the cinema as a social institution, psycho-sexual apparatus and cultural practice; to the relationship between filmic texts and the historical horizon of production and reception. Films discussed will include works by Griffith, Lang, Hitchcock, Deren, Godard.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): MAPH 33000, CMST 40000

ENGL 48700-48900. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ENGL 48700. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMST 28500, ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, MAPH 36000

ENGL 48900. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, MAPH 33700

ENGL 48900. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, MAPH 33700

ENGL 51300. Race, Media and Visual Culture. 100 Units.

For course description contact CDIN Center for Disciplinary Innovation.

Equivalent Course(s): CDIN 51300,ARTH 49309,ARTV 55500,CMLT 51500,CMST 51300

ENGL 52401. The Policing of Culture. 100 Units.

We will discuss a) the historical rationales for governmental intervention in culture; b) the objects of policing action (producers, distributors, consumers, products, practices. etc.); c) the objectives of policing; d) the tools of governmental policing (negative tools such as regulation, prohibition/censorship, etc., but also positive tools such as incentives, allocation of property rights; information); and d) the political economy of cultural policy (how does one measure the impact of a governmental action on institutions, artists, audiences, or art works?). We will focus on three very different efforts at policing: the National Endowment for the Humanities' programs; attempts to develop cultural districts; and initiatives to stem the looting of archaeological sites.

Equivalent Course(s): PPHA 43300

ENGL 59304. Seminar: Catharsis and Other Aesthetic Responses. 100 Units.

Instructor(s): Loren Kruger Terms Offered: Winter

Note(s): Comp Lit Ph.D. core course

Equivalent Course(s): CMST 50200,CMLT 50200

ENGL 68600. Classical Film Theory. 100 Units.

This course examines major texts in film theory from Vachel Lindsay and Hugo Münsterberg in the 1910s through André Bazin's writings in the 1940s and 1950s. We will devote special attention to the emergence of issues that continue to be of major importance, such as the film/language analogy, film semiotics, spectatorship, realism, montage, the modernism/mass culture debate, and the relationship between film history and film style. We will concentrate on the major theoretical writings of Münsterberg, Rudolf Arnheim, Jean Epstein, Sergei Eisenstein, Siegfried Kracauer, Bela Balazs, Bazin, as well as writings by Walter Benjamin, Germaine Dulac, Maya Deren, Jean Mitry, Vsevolod Pudovkin, and others.#

Instructor(s): Jim Lastra Terms Offered: Winter

Equivalent Course(s): CMST 67200



ENVIRONMENTAL SCIENCE

PROGRAM OF STUDY

The Department of the Geophysical Sciences offers a BS degree in Environmental Science. The program is designed to prepare students to enter a variety of interdisciplinary fields in the environmental sciences, including the interface of environmental science and public policy. Students are given the opportunity to study topics such as the chemistry and dynamics of the ocean and atmosphere, climate change, biogeochemical cycles, ecology, conservation, and environmentally relevant aspects of economics and policy. Undergraduate research is strongly encouraged.

PROGRAM REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

Candidates for the BS in Environmental Science begin their program of study with and GEOS 13400 Global Warming: Understanding the Forecast. Students are strongly encouraged to take these classes before their third year. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

Students must also complete one year of chemistry (CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or equivalent), one year of physics (PHYS 12100-12200-12300 General Physics I-II-III or higher), one year of calculus (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), and BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

and BIOS 20196 Ecology and Conservation are required for the major. NOTE: GEOS 23900 Environmental Chemistry and BIOS 20196 Ecology and Conservation typically are offered every other year.

A minimum of four additional 20000-level science courses are required. One must be a GEOS course and one must be a BIOS course chosen from the Environmental Sciences courses (List B). Others may be chosen from Environmental Sciences Courses (List B), Support Courses for the Environmental Sciences (List D), or Mathematics and Statistics Courses (List F). One may be a field course. One may be GEOS 29700 Reading and Research in the Geophysical Sciences. Three other courses must be chosen from Support Courses for the Environmental Social Sciences (List E). In addition, two other courses must be chosen from Support Courses for Mathematics and Statistics (List F), one of which must be a statistics course.

Summary of Requirements for the BS in Environmental Science

General Education

CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II (or equivalent) *	200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or equivalent) *	200
BIOS 20197	Evolution and Ecology **	100

BIOS 20198	Biodiversity **	100
Total Units		600
Major		
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	100
PHYS 12100-12200-12300	General Physics I and General Physics II and General Physics III (or higher) *	300
GEOS 13300	The Atmosphere	100
GEOS 13400	Global Warming: Understanding the Forecast	100
GEOS 23900	Environmental Chemistry	100
BIOS 20196	Ecology and Conservation	100
Four courses in 20000-level science †		400
Three Environmental Social Sciences courses from List E		300
MATH 13300	Elementary Functions and Calculus III *	100
One Statistics course and one other course from List F		200
Total Units		1800

* Credit may be granted by examination.

** Environmental Science majors can take these courses without the BIOS prerequisites (BIOS 20150-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

† At least one course from GEOS in List B, and at least one course from BIOS in List B; others may be chosen from Lists B, D, or F.

GRADING

Students majoring in environmental science must receive quality grades in all courses taken to meet requirements in the major.

HONORS

The BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences. GEOS 29700 Reading and Research in the Geophysical Sciences can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade. The research paper must be completed by eighth week of the quarter in which the student will graduate.

Students who wish to submit a single paper to meet the honors requirement in geophysical sciences and the BA paper requirement in another major should discuss their proposals with both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the chairs, is available

from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

FIELD TRIPS AND FIELD COURSES

The department typically sponsors several trips each year that range in length from one day to five weeks. Destinations of trips have included areas as far afield as Newfoundland; the Canadian Rockies; Baja, California; the Caribbean; Italy; and Iceland. The longer trips are designed as undergraduate field courses:

GEOS 29001	Field Course in Geology	100
GEOS 29002	Field Course in Modern and Ancient Environments	100
GEOS 29003	Field Course in Oceanography	100
GEOS 29004	Field Course in Glaciology	100
GEOS 29005	Field Course in Environmental Science	100

Most of the shorter trips are mostly scheduled in connection with undergraduate and graduate lecture courses. However, the trips are open to all students and faculty if space permits.

SAMPLE BS PROGRAM

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Environmental Climatology

BIOS 25206	Fundamentals of Bacterial Physiology	100
BIOS 23289	Marine Ecology	100
ECON 26500	Environmental Economics	100
GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
MATH 19620	Linear Algebra	100
MATH 21100	Basic Numerical Analysis	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100

Environmental Conservation

BIOS 23252	Field Ecology	100
BIOS 23289	Marine Ecology	100
BIOS 23406	Biogeography	100
ECON 26500	Environmental Economics	100
GEOS 23800	Global Biogeochemical Cycles	100
MATH 21100	Basic Numerical Analysis	100
PBPL 23100	Environmental Law	100

PBPL 24701	U.S. Environmental Policy	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100

Environmental Geochemistry

BIOS 25206	Fundamentals of Bacterial Physiology	100
CHEM 26200	Thermodynamics	100
ECON 26500	Environmental Economics	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
MATH 21100	Basic Numerical Analysis	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100
STAT 22000	Statistical Methods and Applications	100

LISTS OF COURSES A–F

List A: Geophysical Sciences Courses

GEOS 21000	Introduction to Mineralogy	100
GEOS 21005	Mineral Science	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 22040	Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals	100
GEOS 22050	Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets	100
GEOS 22200	Geochronology	100
GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 23205	Introductory Glaciology	100
GEOS 23400	Global Warming: Understanding the Forecast	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
GEOS 24600	Laboratory Course on Weather and Climate	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100

GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26400	Principles of Paleontology	100
GEOS 27000	Evolutionary History of Terrestrial Ecosystems	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
GEOS 28300	Principles of Stratigraphy	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100

Field Courses in Geophysical Sciences

GEOS 29001	Field Course in Geology	
GEOS 29002	Field Course in Modern and Ancient Environments	
GEOS 29003	Field Course in Oceanography	

List B: Environmental Sciences Courses

Geophysical Sciences

GEOS 21000	Introduction to Mineralogy	100
GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 23205	Introductory Glaciology	100
GEOS 23400	Global Warming: Understanding the Forecast	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
GEOS 24600	Laboratory Course on Weather and Climate	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100

Biological Sciences*

BIOS 20196	Ecology and Conservation	100
BIOS 22244	Introduction to Invertebrate Biology	100
BIOS 23232	Ecology and Evolution in the Southwest	100
BIOS 23266	Evolutionary Adaptation	100
BIOS 23280	Genetically Modified Organisms	
BIOS 23289	Marine Ecology	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

Field Courses in Environmental Sciences

GEOS 29005	Field Course in Environmental Science	100
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- * GeoSci majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

List C: Support Courses for the Geophysical Sciences

Biological Sciences*

BIOS 20191	Cell and Molecular Biology	100
BIOS 20194	Developmental Biology	
BIOS 20196	Ecology and Conservation	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 21208	Fundamentals of Molecular Biology	100
BIOS 22243	Biomechanics of Organisms	100
BIOS 22244	Introduction to Invertebrate Biology	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

- * Excluding courses used to meet the general education requirement for the biological sciences

Chemistry

CHEM 20100-20200	Inorganic Chemistry I and Inorganic Chemistry II	200
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	300
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	300
CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300

Physics

PHYS 18500	Intermediate Mechanics	100
PHYS 19700	Statistical and Thermal Physics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100

List D: Support Courses for the Environmental Sciences

Chemistry

CHEM 20100-20200	Inorganic Chemistry I and Inorganic Chemistry II	200
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	300
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	300
CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300

Biological Sciences

BIOS 2018x or 2019x series†

BIOS 20200	Introduction to Biochemistry	100
BIOS 20242	Principles of Physiology	100
BIOS 21208	Fundamentals of Molecular Biology	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

† Excluding courses used to meet the general education requirement for the biological sciences

Ecology and Evolution

BIOS 23252	Field Ecology	100
BIOS 23254	Mammalian Ecology	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	100
BIOS 23289	Marine Ecology	100

List E: Support Courses for the Environmental Social Sciences

Environmental Studies

ENST 24102	Environmental Politics	100
ENST 29000	Energy and Energy Policy	100

Public Policy

PBPL 21800	Economics and Environmental Policy	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100

Economics

ECON 19800	Introduction to Microeconomics	100
ECON 19900	Introduction to Macroeconomics	100
ECON 26500	Environmental Economics	100

Harris School of Public Policy Studies*

PPHA 38900	Environmental Science and Policy	100
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- * These courses expect intermediate-level proficiency in microeconomics, statistics, and econometrics.

L1st F: Support Courses for Mathematics and Statistics

Geophysical Sciences

GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100
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Mathematics

MATH 19620	Linear Algebra	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200
MATH 20300	Analysis in R^n I	100
MATH 20400	Analysis in R^n II	100
MATH 20500	Analysis in R^n III	100
MATH 21100	Basic Numerical Analysis	100
MATH 22000	Introduction to Mathematical Methods in Physics	100
MATH 27000	Basic Complex Variables	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 38300	Numerical Solutions to Partial Differential Equations	100

Physics

PHYS 22100	Mathematical Methods in Physics	100
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Statistics

Any course in statistics at the 22000 level or higher. Some recommendations follow:

STAT 22000	Statistical Methods and Applications	100
or STAT 23400	Statistical Models and Methods	
STAT 22400	Applied Regression Analysis	100
STAT 24400-24500	Statistical Theory and Methods I and Statistical Theory and Methods II	200
STAT 26100	Time Dependent Data	100

Computing

CMSC 28510	Introduction to Scientific Computing	100
CMSC 34200	Numerical Hydrodynamics	100

For more information about the Geophysical Sciences undergraduate program, see the Geophysical Sciences (p. 621) page of this catalog.

GEOPHYSICAL SCIENCES COURSES

GEOS 13100. Physical Geology. 100 Units.

This course introduces plate tectonics; the geologic cycle; and the internal and surface processes that make minerals and rocks, as well as that shape the scenery. (L)

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

GEOS 13200. Earth History. 100 Units.

This course covers the paleogeographic, biotic, and climatic development of the Earth. (L)

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

Prerequisite(s): GEOS 13100 or consent of instructor

GEOS 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

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

Prerequisite(s): MATH 13200 or consent of instructor

Equivalent Course(s): ENST 13300

GEOS 13400. Global Warming; Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L)

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.

Equivalent Course(s): PHSC 13400, ENST 12300

GEOS 21000. Introduction to Mineralogy. 100 Units.

This course covers structure, chemical composition, stability, and occurrence of major rock-forming minerals. Labs concentrate on mineral identification with the optical microscope. (L)

Instructor(s): L. Grossman Terms Offered: Autumn

Prerequisite(s): CHEM 11100-11200-11300 or equivalent

GEOS 21005. Mineral Science. 100 Units.

This course examines the relationship between the structure of minerals, their chemistry, and their physical properties. Topics include crystallography, defect properties, phase transitions, and analytical tools, followed by detailed study of specific mineral groups.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 21000 or consent of instructor.

Equivalent Course(s): GEOS 31005

GEOS 21100. Introduction to Petrology. 100 Units.

Students in this course learn how to interpret observable geological associations, structures, textures, and mineralogical and chemical compositions of rocks so as to develop concepts of how they form and evolve. Our theme is the origin of granitic continental crust on the only planet known to have oceans and life. Igneous, sedimentary, and metamorphic rocks; ores; and waste disposal sites are reviewed.

(L)

Instructor(s): N. Dauphas Terms Offered: Spring

Prerequisite(s): GEOS 21000

GEOS 21200. Physics of the Earth. 100 Units.

This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)

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

Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.

Equivalent Course(s): GEOS 31200

GEOS 21205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.

This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

Instructor(s): D. MacAyeal Terms Offered: Autumn

Equivalent Course(s): GEOS 31205

GEOS 21400. Thermodynamics and Phase Change. 100 Units.

This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.

Equivalent Course(s): GEOS 31400

GEOS 22000. Origin and Evolution of the Solar System. 100 Units.

Representative topics include abundance and origin of the elements; formation, condensation, and age of the solar system; meteorites and the historical record of the solar system they preserve; comets and asteroids; the planets and their satellites; temperatures and atmospheres of the planets; and the origin of the Earth's lithosphere, hydrosphere, atmosphere, and biosphere. (L)

Instructor(s): L. Grossman Terms Offered: Winter

Prerequisite(s): Consent of instructor required; knowledge of physical chemistry recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): ASTR 21300

GEOS 22040. Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals. 100 Units.

This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

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

Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 32040

GEOS 22050. Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets. 100 Units.

This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.

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

Prerequisite(s): Consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 32050

GEOS 22200. Geochronology. 100 Units.

This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin).

Instructor(s): N. Dauphas Terms Offered: Autumn

Prerequisite(s): Background in college-level geology, physics, and mathematics.

Equivalent Course(s): GEOS 32200

GEOS 23200. Climate Dynamics of the Earth and Other Planets. 100 Units.

Prior programming experience helpful but not required. This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. (L)

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

Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.

Note(s): Prior programming experience helpful but not required.

Equivalent Course(s): GEOS 33200

GEOS 23205. Introductory Glaciology. 100 Units.

The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences and related fields as well as graduate students considering research in glaciology and climate dynamics. (L)

Instructor(s): D. MacAyeal Terms Offered: Winter

Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.

Equivalent Course(s): GEOS 33205

GEOS 23400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. Lectures are shared with PHSC 13400, but students enrolled in GEOS 23400 are required to write an individual research term paper. (L)

Instructor(s): D. Archer Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required.

Note(s): Some knowledge of chemistry or physics helpful.

GEOS 23800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, with emphasis on biological and geological processes, their assembly into self-regulating systems, and their potential sensitivity to anthropogenic or other perturbations. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, sulfur, and silicon are discussed, as well as fundamentals of the processes of weathering, sediment diagenesis, and isotopic fractionation. What is known about the biogeochemistry of the Earth through geologic time is also presented.

Instructor(s): D. Archer Terms Offered: not offered 2013-2014

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 33800

GEOS 23805. Stable Isotope Biogeochemistry. 100 Units.

Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth's atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.

Instructor(s): A. Colman Terms Offered: Winter

Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor

Equivalent Course(s): GEOS 33805

GEOS 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. (L)

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): ENST 23900, GEOS 33900

GEOS 24500. The Atmosphere and Ocean in Motion. 100 Units.

The motion of the atmosphere and ocean not only affects daily weather conditions but is also critical in maintaining the habitable climate of our planet. This course teaches: (1) observed patterns of large-scale circulation of the atmosphere and ocean; (2) physical principles that drive the observed circulation; (3) transport of heat, angular momentum, and other quantities; and (4) climate variability and predictability. The lectures are supplemented by problem sets and a computer lab project.

Instructor(s): N. Nakamura Terms Offered: Spring

Prerequisite(s): GEOS 13300 or equivalent, and calculus

Equivalent Course(s): GEOS 34500

GEOS 24600. Laboratory Course on Weather and Climate. 100 Units.

Working in groups, students gain hands-on experience in designing, implementing, and analyzing experiments concerning the principles of rotating fluids that underlie weather and climate.

Instructor(s): N. Nakamura Terms Offered: Spring

Equivalent Course(s): GEOS 34600

GEOS 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production).

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

Prerequisite(s): Knowledge of physics or consent of instructor

Equivalent Course(s): ENST 24705, GEOS 34705

GEOS 25400. Introduction to Numerical Techniques for the Geophysical Sciences. 100 Units.

This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming—programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.

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

Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.

Equivalent Course(s): GEOS 35400

GEOS 26300. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups.

Instructor(s): M. Webster L. Terms Offered: Autumn

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in biological sciences only; Completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): BIOS 23261, EVOL 32400, GEOS 36300

GEOS 26400. Principles of Paleontology. 100 Units.

The focus of this course is on the nature of the fossil record, the information it provides on patterns and processes of evolution through geologic time, and how it can be used to solve geological and biological problems. Lectures cover the principles of paleontology (e.g., fossilization, classification, morphologic analysis and interpretation, biostratigraphy, paleoecology, macroevolution); labs are systematic, introducing major groups of fossil invertebrates. (L)

Instructor(s): M. Foote Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 13100-13200, or completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): BIOS 23255, EVOL 32300, GEOS 36400

GEOS 26600. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer Terms Offered: Spring

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): GEOS 36600

GEOS 27000. Evolutionary History of Terrestrial Ecosystems. 100 Units.

This seminar course covers the evolution of terrestrial ecosystems from their Paleozoic assembly through to the modern world. The fossil history of plant, vertebrate, invertebrate, and fungal lineages are covered, as well as the diversification of their ecological interactions. The influence of extinction events and important extrinsic factors (e.g., geography, climate, atmospheric composition) also are considered.

Instructor(s): C. K. Boyce Terms Offered: Spring

Equivalent Course(s): GEOS 37000, EVOL 32500

GEOS 28000. Introduction to Structural Geology. 100 Units.

This course explores the deformation of the Earth materials primarily as observed in the crust. We emphasize stress and strain and their relationship to incremental and finite deformation in crustal rocks, as well as techniques for inferring paleostress and strain in deformed crustal rocks. We also look at mesoscale to macroscale structures and basic techniques of field geology in deformed regions.

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38000

GEOS 28100. Global Tectonics. 100 Units.

This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100 or consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38100

GEOS 28300. Principles of Stratigraphy. 100 Units.

This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)

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

Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38300

GEOS 29001. Field Course in Geology. 100 Units.

Students in this course visit classic locations to examine a wide variety of geological environments and processes, including active tectonics, ancient and modern sedimentary environments, and geomorphology.

Terms Offered: Summer, Autumn

Prerequisite(s): GEOS 13100-13200 and consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.

Equivalent Course(s): GEOS 39002

GEOS 29003. Field Course in Oceanography. 100 Units.

Students in this course spend roughly a week sailing a tall ship from the SEA education program, learning oceanographic sampling techniques and data interpretation as well as principles of navigation and seamanship.

Terms Offered: Spring, Summer

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29004. Field Course in Glaciology. 100 Units.

Instructor(s): D. MacAyeal Terms Offered: not offered 2012-2013

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29005. Field Course in Environmental Science. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and departmental counselor

Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.

GEOS 30200. Introduction to Research in the Geophysical Sciences. 100 Units.

This course is mandatory for all incoming graduate students in the department. Its purpose is to introduce the faculty's current research themes/areas and to familiarize incoming graduate students with research areas they might contemplate for further specialization. Lectures are presented by individual faculty on either 1) a general survey of a research area, or 2) a specialized topic of interest. Student activity varies from year to year and is based on a combination of oral and written presentations.

Instructor(s): Staff Terms Offered: Autumn

GEOS 30500. Topics in the Geophysical Sciences. 100 Units.

This course is offered from time-to-time as a means of covering topics that are generally not covered by regularly offered courses in the curriculum. Students should consult with appropriate faculty regarding opportunities to take this course when the situation arises.

Instructor(s): Staff

GEOS 31005. Mineral Science. 100 Units.

This course examines the relationship between the structure of minerals, their chemistry, and their physical properties. Topics include crystallography, defect properties, phase transitions, and analytical tools, followed by detailed study of specific mineral groups.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 21000 or consent of instructor.

Equivalent Course(s): GEOS 21005

GEOS 31200. Physics of the Earth. 100 Units.

This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)

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

Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.

Equivalent Course(s): GEOS 21200

GEOS 31205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.

This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

Instructor(s): D. MacAyeal Terms Offered: Autumn

Equivalent Course(s): GEOS 21205

GEOS 31400. Thermodynamics and Phase Change. 100 Units.

This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.

Equivalent Course(s): GEOS 21400

GEOS 31500. Mineral Physics. 100 Units.

The application of physics at the microscopic level to geologic and geophysical problems. Topics: vibrational, electric and transport properties of minerals.

Instructor(s): D. Heinz

Prerequisite(s): 2 yrs. math beyond calculus; 1 year physical chemistry or 1 year of both physics and chemistry; general geology, general geophysics and mineralogy, petrology or equivalent

GEOS 32040. Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals. 100 Units.

This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

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

Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 22040

GEOS 32050. Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets. 100 Units.

This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.

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

Prerequisite(s): Consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 22050

GEOS 32060. What Makes a Planet Habitable? 100 Units.

This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the formation of planets around stars and the delivery of water, to the formation of atmospheres, climate dynamics, and the conditions that allow for the development of life and the evolution of complex life. Students will be responsible for reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion.

Instructor(s): D. Abbot, F. Ciesla Terms Offered: Winter

Equivalent Course(s): ASTR 45900

GEOS 32200. Geochronology. 100 Units.

This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin).

Instructor(s): N. Dauphas Terms Offered: Autumn

Prerequisite(s): Background in college-level geology, physics, and mathematics.

Equivalent Course(s): GEOS 22200

GEOS 32300. Cosmochemistry. 100 Units.

Chemical, mineralogical, and petrographic classifications of meteorites. Topics include: abundances of the elements, origin of the elements and stellar evolution, the interstellar medium and formation of the solar nebula, condensation of the solar system, chemical fractionations in meteorites and planets, age of the solar system, extinct radionuclides in meteorites, isotope anomalies.

Instructor(s): L. Grossman Terms Offered: Winter

Note(s): This course is offered in alternate years.

GEOS 32700. Analytical Techniques in Geochemistry. 100 Units.

Measurement of the isotopic and chemical compositions of solar system materials involves a wide variety of analytical techniques. In this course, we will review the major types of instrumentation used in modern laboratories. The goal is not to produce experts in the operation of each instrument, but rather that everyone gain an appreciation for how instruments work and what the capabilities and limitations are for each kind of instrument.

Instructor(s): A. Davis

GEOS 32705. Analytical Techniques. 100 Units.

Theory and practice of analytical techniques.

Instructor(s): I. Steele

GEOS 33200. Climate Dynamics of the Earth and Other Planets. 100 Units.

Prior programming experience helpful but not required. This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. (L)

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

Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.

Note(s): Prior programming experience helpful but not required.

Equivalent Course(s): GEOS 23200

GEOS 33205. Introductory Glaciology. 100 Units.

The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences and related fields as well as graduate students considering research in glaciology and climate dynamics. (L)

Instructor(s): D. MacAyeal Terms Offered: Winter

Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.

Equivalent Course(s): GEOS 23205

GEOS 33300. Advanced Topics in Climate Dynamics. 100 Units.

Topics will vary yearly, and will be drawn from the following, among others: real gas infrared radiative transfer; the surface energy balance of planets; radiative-convective models; data analysis of Earth and planetary climate data; 1D energy balance models; models of long term geochemical and physical evolution of atmospheres.

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

Prerequisite(s): GEOS 23200 or equivalent

GEOS 33800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, with emphasis on biological and geological processes, their assembly into self-regulating systems, and their potential sensitivity to anthropogenic or other perturbations. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, sulfur, and silicon are discussed, as well as fundamentals of the processes of weathering, sediment diagenesis, and isotopic fractionation. What is known about the biogeochemistry of the Earth through geologic time is also presented.

Instructor(s): D. Archer Terms Offered: not offered 2013-2014

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 23800

GEOS 33805. Stable Isotope Biogeochemistry. 100 Units.

Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth's atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.

Instructor(s): A. Colman Terms Offered: Winter

Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor

Equivalent Course(s): GEOS 23805

GEOS 33900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. (L)

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): GEOS 23900, ENST 23900

GEOS 34100. Fundamentals of Fluid Mechanics. 100 Units.

This course provides an introduction to concepts and phenomenology of fluid mechanics of newtonian fluids. Classroom demonstrations are coupled with analytical treatment of equations of motion and their approximations. Topics include (1) pressure and stress, (2) Bernoulli's theorem, (3) vorticity and turbulence, (4) surface and internal waves, (5) effects of rotation and gravity on stability, (6) spin up. The lectures are supplemented by problem sets. Commands of vector calculus are highly desirable.

Instructor(s): N. Nakamura

Prerequisite(s): Classical mechanics and vector calculus

GEOS 34105. Dynamics of Viscous Fluids. 100 Units.

This course is offered on an occasional basis, and deals with the thermomechanical properties and behavior of ideal viscous fluids, with applications in special areas of geophysical fluid dynamics, particularly glaciology and mantle isostasy. Topics to be covered include: constitutive descriptions of ideal and non ideal fluids, compressible and incompressible fluids, coulomb failure laws, plastic approximations, kinematics of flow fields, strain and strain rate tensors, equations governing the balance of momentum and energy, stress tensor, Navier Stokes equations, Stokesian flows, non Newtonian constitutive laws and laminar/turbulent transitions. Special cases of fluid flow will be examined, including irrotational and incompressible flow, Bernoulli's theorem for inviscid fluids, jets, wakes and flow past rigid boundaries. Special boundary conditions will be examined, including both dynamic and kinematic. Geophysical applications in 2005 ranged across the basics of glaciological flow systems, including classical Nye/Vialov icesheet flow, ice shelf flow and basal sliding. Readings will include chapters from G.K. Batchelor's *An Introduction to Fluid Dynamics* and occasional classical journal articles in glaciology.

Instructor(s): D. MacAyeal

GEOS 34200. Geophysical Fluid Dynamics. 100 Units.

Theoretical foundation for understanding the large scale flow patterns in the Earth's atmosphere and ocean. Topics include: The governing equations for fluids on a rotating sphere under gravity; basic conservation properties; linear wave dynamics and geostrophic adjustment; quasigeostrophic dynamics with Ekman friction; effects of isolated mountains on the general circulation of the atmosphere; two layer model of baroclinic instability and implications to storm organization; wind driven ocean circulation.

Instructor(s): N. Nakamura

Prerequisite(s): One quarter of fluid mechanics in any discipline or consent of instructor.

GEOS 34400. Topics in Geophysical Fluid Dynamics. 100 Units.

This course teaches science and art of numerical modeling at an elementary level. Classroom discussions on mathematical principles will be supplemented by a series of actual coding assignments. (Command of a programming language is assumed; this is not a course on programming.) It is our goal that at the end of the course each student will have coded a working copy of shallow water model on a rotating sphere (and do science with it). Prereq: Calculus, working knowledge of Fourier Transform and of a programming language (C, Fortran, IDL, etc.), access to a computer with a compiler and runtime environment. No previous experience in fluid dynamics is necessary, although this course alone does not fully prepare one to become a fluid dynamicist.

Instructor(s): N. Nakamura

GEOS 34500. The Atmosphere and Ocean in Motion. 100 Units.

The motion of the atmosphere and ocean not only affects daily weather conditions but is also critical in maintaining the habitable climate of our planet. This course teaches: (1) observed patterns of large-scale circulation of the atmosphere and ocean; (2) physical principles that drive the observed circulation; (3) transport of heat, angular momentum, and other quantities; and (4) climate variability and predictability. The lectures are supplemented by problem sets and a computer lab project.

Instructor(s): N. Nakamura Terms Offered: Spring

Prerequisite(s): GEOS 13300 or equivalent, and calculus

Equivalent Course(s): GEOS 24500

GEOS 34505. Dynamics of the Stratosphere. 100 Units.

Focus on the vertical structure of the Earth's atmosphere due to compressibility and radiative heating, and its consequences on the dynamics, particularly of the stratosphere. Emphasis is placed more on the underlying physics than on the mere phenomenology of the stratosphere.

Instructor(s): N. Nakamura

Prerequisite(s): GEOS 34200 or equivalent

GEOS 34510. Topics in Atmospheric Science. 100 Units.

Topics of current interest in atmospheric science, with a particular emphasis on issues arising in recent publications. Topics covered have included: tropical circulations, cloud climate feedbacks, and dynamics of the stratosphere.

Instructor(s): Staff

Prerequisite(s): consent of instructor

GEOS 34600. Laboratory Course on Weather and Climate. 100 Units.

Working in groups, students gain hands-on experience in designing, implementing, and analyzing experiments concerning the principles of rotating fluids that underlie weather and climate.

Instructor(s): N. Nakamura Terms Offered: Spring

Equivalent Course(s): GEOS 24600

GEOS 34705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production).

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

Prerequisite(s): Knowledge of physics or consent of instructor

Equivalent Course(s): GEOS 24705, ENST 24705

GEOS 34800. Radiation Transfer Theory. 100 Units.

Develops the theory of radiation emission, absorption, and scattering by planetary atmospheres. Emphasis on the derivation and solution of the radiative transfer equation for plane parallel, horizontally homogeneous atmospheres.

Instructor(s): J. Frederick, R. Pierrehumbert

Prerequisite(s): Advanced undergraduate level knowledge of electromagnetic theory, atomic structure, and differential equations.

GEOS 35400. Introduction to Numerical Techniques for the Geophysical Sciences. 100 Units.

This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming—programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.

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

Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.

Equivalent Course(s): GEOS 25400

GEOS 35500. Mathematical Methods for the Earth Sciences. 100 Units.

This course is intended to be a brief introduction to mathematical methods that may be of use in the Earth Sciences. The focus will be on building physical intuition and practical problem solving. Students may solve problems analytically, or write numerical codes to solve them.

Instructor(s): D. Abbot Terms Offered: Spring

GEOS 36000. Morphometrics. 100 Units.

This graduate-level course serves as an introduction to the field of morphometrics (the analysis of organismal shape). Quantitative exploratory and confirmatory techniques involving both traditional (length-based) and geometric (landmark-based) summaries of organismal shape are introduced in a series of lectures and practical exercises. Emphasis is placed on the application of morphometric methods to issues such as (but not restricted to) quantification of intraspecific variability, interspecific differences, disparity, ontogenetic growth patterns (allometry), and phylogenetic changes in morphology. Relevant statistical and algebraic operations are explained assuming no prior background. Students are required to bring personal laptop computers, and are expected to acquire and analyze their own data sets during the course.

Instructor(s): M. Webster

Equivalent Course(s): EVOL 36700

GEOS 36200. Evolution and the Fossil Record. 100 Units.

This course serves as an introduction to the practical and theoretical issues involved in obtaining primary systematic data from the fossil record, and demonstrates the criticality of such data to the rigorous documentation and interpretation of evolutionary patterns. Precise topics of the seminar discussions will vary from year to year depending on relevance to student research projects and interest, but are likely to focus on issues such as (but not restricted to) practical techniques in specimen-based paleontology (including fossil preparation and photography), species delimitation (including species concepts, variability, and ecophenotypy), stratigraphic/geographic range determination (including biostratigraphic correlation), phylogeny reconstruction (including the relevance of stratigraphic data), and the importance of these topics to broader macroevolutionary issues such as diversity/disparity dynamics and the determination of evolutionary trends, rates and processes.

Instructor(s): M. Webster

Equivalent Course(s): EVOL 46200

GEOS 36300. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups.

Instructor(s): M. Webster L. Terms Offered: Autumn

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in biological sciences only; Completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): GEOS 26300, BIOS 23261, EVOL 32400

GEOS 36400. Principles of Paleontology. 100 Units.

The focus of this course is on the nature of the fossil record, the information it provides on patterns and processes of evolution through geologic time, and how it can be used to solve geological and biological problems. Lectures cover the principles of paleontology (e.g., fossilization, classification, morphologic analysis and interpretation, biostratigraphy, paleoecology, macroevolution); labs are systematic, introducing major groups of fossil invertebrates. (L)

Instructor(s): M. Foote Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 13100-13200, or completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): GEOS 26400, BIOS 23255, EVOL 32300

GEOS 36501. Paleobiological Modeling and Analysis-1. 100 Units.

This course is an introduction to mathematical modeling as applied to problems in paleobiology and evolutionary biology. Topics include: basic probability theory; general approaches to modeling; model comparison using likelihood and other criteria; forward modeling of branching processes; sampling models; and inverse methods. A series of programming exercises and a term project are required. Programming in R or C is recommended, but any language may be used. Winter quarter, generally in even numbered years. GEOS 36501 and GEOS 36502 can be taken in either order.

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

Prerequisite(s): Mathematics through first-year calculus; basic computer programming skills (or willingness to learn); elementary statistics helpful.

Equivalent Course(s): EVOL 33001

GEOS 36502. Paleobiological Modeling and Analysis-2. 100 Units.

This course is an introduction to multivariate analysis, with emphasis on morphological data and problems in paleontology and evolutionary biology. Topics include: types of data and scales of measurement; data transformations; bivariate analysis; measurement of similarity and difference; clustering; ordination; singular value decomposition; principal component analysis, factor analysis, principal coordinates, correspondence analysis, and other eigenvector methods; and path analysis. Each student will bring a multivariate dataset (not necessarily original) to the course and will write a series of short papers based on analysis of these data. Code written in the R programming language will be supplied for most analyses. Winter quarter, generally in odd numbered years. GEOS 36501 and GEOS 36502 can be taken in either order.

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

Prerequisite(s): Mathematics at secondary school level; basic computer programming skills (or willingness to learn); calculus, linear algebra, and elementary statistics also helpful, although essential points will be reviewed.

Equivalent Course(s): EVOL 33002

GEOS 36600. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer Terms Offered: Spring

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): GEOS 26600

GEOS 36700. Taphonomy. 100 Units.

Lecture and research course on patterns and processes of fossilization, including rates and controls of soft tissue decomposition, post mortem behavior of skeletal hard parts, concentration and burial of remains, scales of time averaging, and the net spatial and compositional fidelity of (paleo)biologic information, including trends across environments and evolutionary time. Offered alternate years.

Instructor(s): S. Kidwell

Equivalent Course(s): EVOL 31800

GEOS 36800. Macroevolution. 100 Units.

Patterns and processes of evolution above the species level, in both recent and fossil organism. A survey of the current literature, along with case studies.

Instructor(s): D. Jablonski Terms Offered: Spring

Equivalent Course(s): EVOL 31700

GEOS 36900. Topics in Paleobiology. 100 Units.

In this seminar we investigate paleobiological or multidisciplinary topics of current interest to students and faculty. Previous subjects include the origin of phyla, historical and macro-ecology, the stratigraphic record and evolutionary patterns, and climate and evolution.

Instructor(s): D. Jablonski, S. Kidwell Terms Offered: Autumn

Equivalent Course(s): EVOL 31900

GEOS 36905. Topics in Conservation Paleobiology. 100 Units.

Instructor(s): S. Kidwell

GEOS 37000. Evolutionary History of Terrestrial Ecosystems. 100 Units.

This seminar course covers the evolution of terrestrial ecosystems from their Paleozoic assembly through to the modern world. The fossil history of plant, vertebrate, invertebrate, and fungal lineages are covered, as well as the diversification of their ecological interactions. The influence of extinction events and important extrinsic factors (e.g., geography, climate, atmospheric composition) also are considered.

Instructor(s): C. K. Boyce Terms Offered: Spring

Equivalent Course(s): EVOL 32500, GEOS 27000

GEOS 37100. Plant Paleontology. 100 Units.

Introduction to all major groups of extant and fossil plants, ranging from green algae to angiosperms. Discussions of plant taphonomy, the use of fossil plants as indicators of paleoclimate, the fossil spore/pollen record, evolutionary and paleoclimatic applications of palynological data, and the history of terrestrial ecosystems. Examination of living and fossil material at the Garfield Park Conservatory and the Field Museum.

Instructor(s): C. Boyce

GEOS 38000. Introduction to Structural Geology. 100 Units.

This course explores the deformation of the Earth materials primarily as observed in the crust. We emphasize stress and strain and their relationship to incremental and finite deformation in crustal rocks, as well as techniques for inferring paleostress and strain in deformed crustal rocks. We also look at mesoscale to macroscale structures and basic techniques of field geology in deformed regions.

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 28000

GEOS 38100. Global Tectonics. 100 Units.

This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100 or consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 28100

GEOS 38300. Principles of Stratigraphy. 100 Units.

This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)

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

Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 28300

GEOS 38400. Topics in Stratigraphy and Biosedimentology. 100 Units.

Seminar course using the primary literature and/or a field problem. Topic selected from the rapidly evolving fields of sequence stratigraphy, basin analysis, and animal sediment relationships.

Instructor(s): S. Kidwell

Prerequisite(s): GEOS 26400 and GEOS 28300 or equivalent

Equivalent Course(s): EVOL 41500

GEOS 38500. Stratigraphic Analysis. 100 Units.

Historical review of basic concepts and methods, leading to current frontiers and controversies in basin and global scale analysis of the sedimentary rock record.

Instructor(s): S. Kidwell

Prerequisite(s): GEOS 28300 or equivalent

GEOS 39002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.

Equivalent Course(s): GEOS 29002

GEOS 39700. Reading and Research in the Geophysical Sciences. Variable Units.

GEOS 39700-39799. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleooceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Aktuopaleontology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.

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

Prerequisite(s): Admission to graduate status

GEOS 39800. Reading and Research in the Geophysical Sciences for the Master's Degree. Variable Units.

An essay or formal thesis will be required.

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

Prerequisite(s): admission to grad status

GEOS 49700. Advanced Reading and Research in the Geophysical Sciences. Variable Units.

GEOS 49700-49799. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleooceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Aktuopaleontology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.

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

Prerequisite(s): admission to Ph.D. candidacy

GEOS 49900. Post Ph.D. Research. Variable Units.

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



ENVIRONMENTAL STUDIES

PROGRAM OF STUDY

In the early twenty-first century, environmental challenges—including deforestation, climate change, pollution, water resources, habitat loss, and the food and energy needs of a growing population—are among the most pressing issues facing the world. Many environmental processes operate at a global scale and create natural and human consequences that cannot be addressed solely from within a single area or discipline. At the same time, local and historical conditions are always at issue in addressing environmental processes, problems, and possibilities. The study of critical environmental issues requires both area specific knowledge and knowledge that crosses traditional academic and geographic boundaries. The Environmental Studies program allows students to address these issues through focused interdisciplinary coursework and research.

The undergraduate major is housed in the Social Sciences Collegiate Division and emphasizes interdisciplinary approaches to environmental topics, incorporating models and methods from the humanities and social and natural sciences. The program is designed to be complementary to the Environmental Sciences BA/BS program, although students in Environmental Studies will complete basic course work in both the natural sciences and quantitative analyses as a foundation for studying environmental questions.

Students who are majoring in Environmental Studies are expected to build a foundation for studying environmental questions by completing basic course work both in the natural sciences and in quantitative analyses. The program draws on the existing strengths and interests of College faculty in a variety of disciplines and divisions. The curriculum is organized around required elements that include:

1. a common introductory sequence
2. course work in two broadly conceived thematic tracks
3. a thesis
4. an internship or field studies component

The two thematic tracks are (1) Environmental Economics and Policy, and (2) Socio-natural Systems and Frameworks. Although students will design a program of study that will emphasize one of the tracks, course work from each will be included.

The major in Environmental Studies is coordinated by the Program on the Global Environment, which is housed in the Center for International Studies.

Students in other fields of study may also complete a minor in Environmental Studies. Information follows the description of the major.

NOTE: The BS in Environmental Science that is offered by the Department of Geophysical Sciences may be more appropriate for students who intend to pursue postgraduate studies or professional careers in the natural sciences. Students who matriculated before July 2006 and have questions about Environmental Studies courses that they have already taken should contact the program director of

Environmental Studies, Mark Lycett (702.6040, mlycett@uchicago.edu), to devise their program of study.

SUMMARY OF PROGRAM

Students who are majoring in Environmental Studies must take thirteen courses according to the following guidelines.

Environmental Studies Core Sequence

Students are required to take the two-course core sequence in Environmental Studies:

ENST 21201 & ENST 21301	Human Impact on the Environment and Making the Natural World: Foundations of Human Ecology	200
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ENST 21201 Human Impact on the Environment and ENST 21301 Making the Natural World: Foundations of Human Ecology are required of students who are majoring in Environmental Studies and may be taken in any order.

One course provides an overview of fundamental issues in environmental studies while the other stresses contemporary concerns and policy applications. Each course is oriented toward one of the basic thematic tracks. Students are strongly encouraged to complete the sequence in their second year.

Thematic Tracks

Students must take four courses in their area of emphasis and two courses in their supporting track for a total of six courses.

A. Environmental Economics and Policy Track: This concentration emphasizes issues such as environmental law, development, globalization, and policy studies. This track has a more applied focus and is inclined more toward present-day issues and strategies in the context of politics, law, and economics. A detailed course list can be found here (<http://pge.uchicago.edu/undergraduates/tracks>).

B. Socio-natural Systems and Frameworks Track: This concentration emphasizes environmental history; landscape studies; human ecology and demography; and environmental ethics, philosophy, and representation. Included in this track are courses on cultural and historical constructions of the natural and the human; this track emphasizes intellectual frameworks as well as the use of substantive information from the social sciences, sciences, and humanities. A detailed course list can be found here (<http://pge.uchicago.edu/undergraduates/tracks>).

Most courses taken beyond the general education requirement that have significant environmental content may be counted in one of the two thematic tracks for the Environmental Studies major or minor. Approved courses for each of these tracks and for the Environmental Sciences course work requirement are selected quarterly by the faculty. No course may be counted for more than one requirement. For the complete list of approved courses, consult the program adviser or visit pge.uchicago.edu.

Quantitative Analysis

One course must be taken to demonstrate competence in quantitative analysis. Students may choose to take either STAT 22000 Statistical Methods and Applications or an equivalent.

Environmental Sciences

Students must take three courses in environmental sciences. This supporting course work must be chosen from an approved list. A detailed course list can be found here (<http://pge.uchicago.edu/undergraduates/tracks>).

BA Thesis

Students are required to take one course that emphasizes research design and skills and the writing process. Students are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In consultation with Environmental Studies preceptors, students prepare a topic page that is due eighth week of Spring Quarter in their third year.

At this time, students are also required to secure a faculty adviser. The thesis adviser may be chosen from among the faculty teaching in Environmental Studies and related fields. The preceptor serves as a second reader on all theses. Where appropriate, outside scholars, scientists, or policy experts may be added as additional readers with the approval of the program director.

In Autumn Quarter of their fourth year, students register for ENST 29801 BA Colloquium I, which is designed to teach research skills and more generally to aid the research and writing process. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program director. Approval from both program directors is required. Students should consult with the directors by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by the directors, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Internship or Field Studies Program

In addition to course work, students will be required to participate in an approved internship or field studies program with significant links to their program of study. More details can be found here (<http://pge.uchicago.edu/undergraduates/internships>).

Summary of Requirements

ENST 21201	Human Impact on the Environment	100
ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Four courses in the thematic track of emphasis		400

Two courses in the supporting thematic track	200
STAT 22000 Statistical Methods and Applications (or equivalent)	100
Three courses in the environmental sciences chosen from an approved list	300
ENST 29801 BA Colloquium I	100
<hr/> Total Units	<hr/> 1300

Advising

Application for admission to the Environmental Studies program should be made to the program adviser, who explains requirements and arranges a preliminary program of study. Admission to the major or minor is complete when a program of study has been approved by the program director. This program of study, which the student formulates in consultation with both the program adviser and the program director, should be in place by a student's third year.

Grading

Students who are majoring in Environmental Studies must receive quality grades in all thirteen courses taken to meet the requirements of the program. Students may apply a maximum of two course credits for supervised individual reading or research to meet the requirements of the program.

Honors

Eligibility for honors requires an overall GPA of 3.0 or higher, a GPA of 3.5 or higher in the courses taken to meet the requirements of the program, and a BA thesis that is judged to be superior by the faculty and preceptor readers.

MINOR PROGRAM IN ENVIRONMENTAL STUDIES

Students who are not Environmental Studies majors may complete a minor in Environmental Studies. Such a minor requires that six courses be taken according to the following guidelines:

ENST 21201 Human Impact on the Environment	100
ENST 21301 Making the Natural World: Foundations of Human Ecology	100
Four courses in one of the two thematic tracks chosen in consultation with the program director	400
<hr/> Total Units	<hr/> 600

Students who elect the minor program in Environmental Studies should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor and select appropriate courses. The approval of the program director for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

ENVIRONMENTAL STUDIES COURSES

ENST 12100. Chemistry and the Atmosphere. 100 Units.

This course focuses on aspects of chemistry as they apply to the Earth's atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.

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

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor

Equivalent Course(s): PHSC 13500

ENST 12300. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L)

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.

Equivalent Course(s): PHSC 13400, GEOS 13400

ENST 12402. Life through a Genomic Lens. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): BIOS 11125

ENST 12404. Environmental Ecology. 100 Units.

This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.

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

Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): BIOS 13107, NTSC 10400

ENST 13106. The Hungry Earth: Light, Energy, and Subsistence. 100 Units.

This course considers the continuing erosion of the resources of the Earth by the persisting pressures of a growing human population, which makes a broad knowledge and appreciation of biology essential. Discussion includes the principles of energy conversion by plants as primary producers, the evolution of the structures and mechanisms involved in energy conversion, the origin of crop plants, improvements of plants by conventional breeding and genetic engineering, and the interactions of plants with pathogens and herbivores.

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

Prerequisite(s): BIOS 10110 or BIOS 10130

Equivalent Course(s): BIOS 13106

ENST 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

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

Prerequisite(s): MATH 13200 or consent of instructor

Equivalent Course(s): GEOS 13300

ENST 21201. Human Impact on the Environment. 100 Units.

The goal of this course is to analyze the impact of the human enterprise on the world that sustains it. Topics include human population dynamics, historical trends in human well-being, and our use of natural resources—especially in relation to the provision of energy, water, and food—and the impacts that these activities have on the range of goods and services provided by geological/ecological systems. We read and discuss diverse sources and write short weekly papers.

Instructor(s): T. Massad Terms Offered: Autumn

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): NCDV 21201

ENST 21301. Making the Natural World: Foundations of Human Ecology. 100 Units.

This course considers the conceptual underpinnings of contemporary Western notions of ecology, environment, and balance, but it also examines several specific historical trajectories of anthropogenic landscape change. We approach these issues from the vantage of several different disciplinary traditions, including environmental history, philosophy, ecological anthropology, and paleoecology.

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

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): ANTH 21303

ENST 21800. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

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

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Equivalent Course(s): LLSO 26201, PBPL 21800

ENST 22000. The Anthropology of Development. 100 Units.

This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.

Instructor(s): A. Kolata Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 22000, ANTH 35500

ENST 22504. Losing the Farm: Globalization and Food Production in the Twentieth Century. 100 Units.

Who grows the food you eat? How do they grow it? Where do they grow it? And how is it that you can buy fresh fruit in the dead of winter? This course aims to answer these questions through an examination of the development of industrial agriculture in the twentieth century. We pay particular attention to how the development of industrial agricultural emerged in the twentieth century as a global phenomenon—from the import and export of new and exotic foods to the global food crisis of the 1970s. Lastly, we examine critiques of industrial and global agriculture, from the new agrarians to the rising popularity of the local foods movement. One Saturday field trip required.

Instructor(s): V. Bivar Terms Offered: Autumn

Equivalent Course(s): HIST 17104

ENST 22506. The Natures of the Factory Farm. 100 Units.

This course looks at the culture, technology, politics and ecology of industrial agriculture through the lens of the animal-based "factory" farm. Over the quarter we will trace key steps along the process of manufacturing industrialized animals from life to death in order to think about the factory farm's logic, value, and consequences for rural environments (primarily) within the United States. By emphasizing the historical and cultural conditions of possibility that enable the modern-day factory farm, this course illustrates how mass-producing life forms is more than just a matter of technology, profit-making, or necessity. Instead, we will see how legal definitions of the "farm" versus the "factory", ideological notions of animal (and human) "nature", labor law, animal confinement, and the corporate ownership of genetic breeds contribute to its growing ascendancy as a global norm of animal production. But the factory farm has also led to new ideals for rural life that go far beyond classic forms of American agrarianism. As such, we will look to a series of case studies that take up the ecological politics of heritage-breed animals, raw milk production, and recent (Europe-based) projects that try to redeem certain elements of industrial agriculture. Along the way, students will receive an introduction to the analysis of food chains, applied ethology, animal studies, agrarian studies, and rural environmental politics.

Instructor(s): A. Blanchette Terms Offered: not offered 2013-14

ENST 23100. Environmental Law. 100 Units.

This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): LLSO 23100, PBPL 23100

ENST 23289. Marine Ecology. 100 Units.

This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.

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

Prerequisite(s): Prior introductory course in ecology or consent of instructor

Equivalent Course(s): BIOS 23289

ENST 23500. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored.

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

Prerequisite(s): Completion of the general education requirement in social sciences

Equivalent Course(s): SOCI 20106, PBPL 23600, SOCI 30106

ENST 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. (L)

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): GEOS 23900, GEOS 33900

ENST 24102. Environmental Politics. 100 Units.

This course examines the different theoretical underpinnings of environmental activism and elucidates the manner in which they lead to different ends. We explore several contrasting views of environmentalism, including the land ethic, social ecology, and deep ecology. Discussions are based on questions posed about the readings and the implications they suggest. Class participation is required.

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

ENST 24400. Is Development Sustainable? 100 Units.

This discussion course grapples with the "big problem" of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.

Instructor(s): L. Mets, Staff Terms Offered: Will be offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): Background in environmental issues not required

Equivalent Course(s): BPRO 23400,HIPS 23400,NCDV 27300,PBPL 24400

ENST 24701. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

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

Equivalent Course(s): PBPL 24701,LLSO 24901

ENST 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production).

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

Prerequisite(s): Knowledge of physics or consent of instructor

Equivalent Course(s): GEOS 24705,GEOS 34705

ENST 25100. Ecological Applications to Conservation Biology. 100 Units.

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology. We emphasize quantitative methods and their use for applied problems in ecology (e.g., design of natural reserves, risk of extinction, impact of harvesting, dynamics of species invasions, role of species interaction). Course material is drawn mostly from the current primary literature. One Saturday field trip and computer modeling labs required in addition to scheduled class time. (L)

Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement for the biological sciences and consent of instructor

Equivalent Course(s): BIOS 23351,ECEV 31300

ENST 25300. The Planetary Footprint of Farming. 100 Units.

This course draws on a ten-day field study of small, organic farms in the Berkshires to explore the environmental impact of modern industrial agriculture and realistic alternatives. Of interest are the roles of natural setting (i.e., geology, climate, meteorology); energy use and material flow; techniques of food production; dietary choices; and development and conservation strategies. Students are financially responsible for travel in December. A classroom component of lectures, readings, and exercises precedes the field trip.

Instructor(s): P. Martin Terms Offered: Autumn, Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): GEOS 25300

ENST 25500. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): BIOS 23406, EVOL 45500, GEOG 25500, GEOG 35500

ENST 25900. Cultural Geography. 100 Units.

This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.

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

Equivalent Course(s): GEOG 20100, GEOG 30100

ENST 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

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

Note(s): This course offered in odd years.

Equivalent Course(s): GEOG 26100, GEOG 36100, HIST 28900, HIST 38900

ENST 26201. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.

The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be 'natural' in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.

Instructor(s): M. Lycett and P. Drake Terms Offered: Spring

Equivalent Course(s): ANTH 28200, ANTH 38220

ENST 26300. The Chinese Environment. 100 Units.

This course explores the changing interrelationship between humans and the physical environment in China. We begin by dealing with physical geography and the country's resource base. We then consider the human response to the opportunities offered by China's physical environment. Finally, we shift our emphasis to environmental problems. Students are required to attend both sessions.

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

Equivalent Course(s): GEOG 26300, GEOG 36300

ENST 26500. Environmental Economics. 100 Units.

This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): G. Tolley, S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 26500, PPHA 32800

ENST 26505. Non-Industrial Agriculture. 100 Units.

Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.

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

Equivalent Course(s): ANTH 26505, ANTH 46505

ENST 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ECON 26530, PBPL 26530, PPHA 32510

ENST 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

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

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ECON 26540, PBPL 26531, PPHA 32520

ENST 26701. Tropical Ecology. 100 Units.

This course will provide an introduction to tropical ecology. We will cover topics ranging from the biogeochemical properties that create tropical ecosystems to the structure of tropical forests to the factors that contribute to the high biodiversity characteristic of tropical zones. We will also look at interspecific interactions important in tropical systems including trophic dynamics, chemically mediated plant-insect relationships, pollination, and decomposition. We will also discuss issues of conservation concern in tropical forests. The course will draw from a comprehensive textbook as well as a selection of primary literature.

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

Prerequisite(s): Completion of Biological Science General Education Requirement or consent of instructor.

Equivalent Course(s): BIOS 23257

ENST 27100-27201-27301-29720. Integrative Research Seminar: Calumet; Food Security and Agriculture: Calumet; Restoration Ecology; Reading and Research: Calumet.

This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.

ENST 27100. Integrative Research Seminar: Calumet. 100 Units.

This course examines the history of land use and social and environmental issues in the Calumet region. In addition to discussing the Calumet region broadly, students develop final projects grounded in research from all courses in the field studies program. Talks and discussions are led each week by guest lecturers who represent industry, nonprofit organizations, or Chicago government, or who are conducting research within the Calumet region.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program. Visit pge.uchicago.edu/calumet for application. ENST 27200 and at least one of ENST 27300 and 13113 must be taken concurrently. All day field work required.

ENST 27201. Food Security and Agriculture: Calumet. 100 Units.

Do you know where your next meal will come from? Many people around the world, and even close to home, do not. The Food and Agricultural Organization explains that food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security is thus a complex issue involving aspects of food production and distribution, poverty, buying power, and social networks, and cultural choice. In this course we use the Calumet region as a case study to examine some aspects of the food security debate, especially the basic conceptual divide between the framework of food security, as defined by international organizations above, and the more grass-roots notion of food sovereignty. Though we will aim for an overview of the issues, we focus this quarter more specifically on issues of agriculture and the food system, including urban agriculture, permaculture, and other challenges to the dominant industrial model. In a region with significant economic distress and area of “food desert,” the Calumet presents examples of both challenge and response to this critical topic.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27301. Restoration Ecology. 100 Units.

This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students' own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29720. Reading and Research: Calumet. 100 Units.

The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27201-27301-29720. Food Security and Agriculture: Calumet; Restoration Ecology; Reading and Research: Calumet.

This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.

ENST 27201. Food Security and Agriculture: Calumet. 100 Units.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27301. Restoration Ecology. 100 Units.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29720. Reading and Research: Calumet. 100 Units.

The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27301-29720. Restoration Ecology; Reading and Research: Calumet.

This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.

ENST 27301. Restoration Ecology. 100 Units.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29720. Reading and Research: Calumet. 100 Units.

The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27400. Principles of Epidemiology. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Instructor(s): L. Kurina Terms Offered: Autumn

Prerequisite(s): Introductory statistics recommended or Consent of Instructor
Equivalent Course(s): HSTD 30900, BIOS 29318, PPHA 36400, STAT 35000

ENST 27420. Urban Gardens: Therapeutic, Educational, and Community Building Practicum. 100 Units.

This teaching practicum will consider emerging research on urban gardens for individual, community and environmental wellness, and will prepare students to design teachable lessons for school-based programs and community building. Course material is drawn from current literature, curricula and case studies that demonstrate the impacts and methods of garden education, place-based development, and horticultural therapy. We will discuss the perceived individual, societal and global problems that urban gardens are thought to address and the reported benefits they deliver. Students will evaluate the goals, organization, methodology, values-bias and efficacy of existing curricula and design a series of educational workshops that can be adapted to multiple age groups and learning environments. The course will include one or more field trips and students will be required to volunteer/teach at an area school or community garden program.

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

Note(s): This course will include off-site field trips and community service/teaching commitment.

ENST 28210. Colonial Ecologies. 100 Units.

This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.

Instructor(s): M. Lycett, K. Morrison Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 28210, ANTH 48210

ENST 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.

ENST 29700. Reading and Research. 100 Units.

This course is a reading and research course for independent study not related to BA research or BA paper preparation.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and program director

Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

ENST 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

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

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): PBPL 29701

ENST 29720. Reading and Research: Calumet. 100 Units.

The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

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

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29801. BA Colloquium I. 100 Units.

This colloquium is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. The class meets weekly.

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

Prerequisite(s): Students must have an approved topic proposal and a faculty reader

Note(s): Required of students with fourth-year standing who are majoring in Environmental Studies.

ENST 29802. BA Colloquium II. 100 Units.

This colloquium assists students in conceptualizing, researching, and writing their BA theses.

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

Prerequisite(s): Open only to students with fourth-year standing who are majoring in Environmental Studies

Note(s): Must be taken for P/F grading.

ENST 29900. BA Thesis (Reading and Research) 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

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

Prerequisite(s): Consent of Instructor & Program Director.

Note(s): Students are required to submit the College Reading and Research Course Form.



FUNDAMENTALS: ISSUES AND TEXTS

PROGRAM OF STUDY

The Fundamentals program enables students to concentrate on fundamental questions by reading classic texts that articulate and speak to these questions. It seeks to foster precise and thoughtful pursuit of basic questions by means of (1) rigorous training in the interpretation of important texts, supported by (2) extensive training in at least one foreign language, and by (3) the acquisition of the knowledge, approaches, and skills of conventional disciplines: historical, religious, literary, scientific, political, and philosophical.

Rationale

A richly informed question or concern formulated by each student guides the reading of texts. Classic texts are also informed by such questions; for example, Socrates asks: What is virtue? What is the good? What is justice? Aristotle and Cicero explore the relation of civic friendship to society. Freud asks: What is happiness? Can humans be happy? Milton investigates how poetic vocation may be related to political responsibility. Students who are engaged by these questions and others like them, and who find them both basic and urgent, may wish to continue to explore them more thoroughly and deeply within the structure of the program which provides the wherewithal to address them on a high level.

That wherewithal is to be found in the fundamental or classic *texts* (historical, religious, literary, scientific, political, and philosophical) in which the great writers articulate and examine questions in different and competing ways. These books illuminate the persisting questions and speak to contemporary concerns because they are both the originators and exacting critics of our current opinions. These texts serve as colleagues who challenge us to think that something else might actually be the case than what we already think. The most important questions may, at bottom, be the most contested, and those most susceptible to, and most requiring, sustained, probing engagement.

This program emphasizes the firsthand experience and knowledge of major texts, read and reread and reread again. Because they are difficult and complex, only a small number of such works can be studied. Yet the program proposes that intensively studying a profound work and incorporating it into one's thought and imagination prepares one for reading any important book or reflecting on any important issue. Read rapidly, such books are merely assimilated into preexisting experience and opinions; read intensively, they can transform and deepen experience and thought.

Studying fundamental texts is, by itself, not enough. Even to understand the texts themselves, supporting studies and training are necessary: a solid foundation in at least one foreign language and in disciplines and subject matters pertinent to the main questions of students are essential parts of the major. Students benefit from knowledge of the historical contexts out of which certain problems emerged or in which authors wrote; knowledge of specific subject matters and methods; knowledge of the language in which a text was originally written, as well as

an understanding of the shape a given language imparts to a given author; fundamental skills of analysis, gathering evidence, reasoning, and criticism; different approaches and perspectives of conventional disciplines. All these are integral parts of the educational task.

Individual Program Design

Genuine questions cannot be assigned to a student; they must arise from within. For this reason, a set curriculum is not imposed upon students. Each student's course of study must answer to his or her interests and concerns, and must begin from a distinctive concern. One student may be exercised about questions of science and religion; another about freedom and determinism; another about friendship and conversation; another by prudence, romance, and marriage; a fifth about distributive justice. Through close work with a suitably chosen faculty adviser, a student determines texts, text and author courses, and supporting courses as appropriate to address the student's Fundamentals question. Beginning with a student's questions and interests does not, however, imply an absence of standards or rigor; this program is most demanding.

Application to the Program

Students should apply in Spring Quarter of their first year to enter the program in their second year; the goals and requirements of the program are best met if students spend three years in the major. Students are interviewed and counseled in order to discover whether or not their interests and intellectual commitments would be best served by this program. Students are admitted on the basis of the application statement, interviews, and previous academic performance.

PROGRAM REQUIREMENTS

A. Course Requirements

1. Required Introductory Sequence (2). A two-quarter sequence, open to second- and third-year students, serves as the introduction to the major. It sets a standard and a tone for the program as a whole by showing how texts can be read to illuminate fundamental questions. Each course in the sequence is taught by a different faculty member; each course is devoted to the close reading of one or two texts, chosen because they raise challenging questions and present important and competing answers. Students should learn a variety of ways in which a text can respond to their concerns and can compel consideration of its own questions.
2. Elected Text and Author Courses (6). The central activity of the program is the study of six classic texts. Late in the second year, each student, with the help of a faculty adviser, develops a list of texts. The list grows and is revised during the course of the student's program; a final list of six should be established early in the student's fourth year. This list should contain works in the area of the student's primary interest that look at that interest from diverse perspectives. The texts selected are usually studied in seminar courses offered by the faculty of the program or in courses cross-listed or approved for these purposes. Some books may, however, be prepared in reading courses

or tutorials (independent study), if appropriate. Students write term papers in each of their text and author courses. These are carefully and thoroughly criticized by the responsible faculty members. The books taught come from a variety of times and places, East and West, and the selections reflect both the judgments and preferences of the faculty and the different interests and concerns of the students. Six text and author courses are required for the degree (in addition to the introductory sequence). One of the six must be studied in an original language other than English, the same language in which the student establishes competency. At the end of their fourth year, students take a Fundamentals examination on the books they have selected (consult following section on Fundamentals Examination).

3. Foreign Language (1). Students in the program are expected to achieve a level of competence in a foreign language sufficient to enable them to study in the original language (other than English) one of the texts on their examination list. Achieving the necessary competence ordinarily requires two years of formal language instruction (with an average grade of B- or better) or its equivalent. The third quarter of the second year of the language (or the equivalent as determined by petition) is counted toward the major. In addition, students must demonstrate their language abilities by taking a course or independent study in which one of their texts is read in the original language, or by writing a paper that analyzes the text in its original language and shows the student's comprehension of that language. Prospective Fundamentals students are advised that course offerings and departmental resources limit the languages with which this requirement can be fulfilled. Students must choose a language in which they can take a text course or text-based independent study.
4. Elected Supporting Courses (4). Appropriate courses in relevant disciplines and subject matters are selected with the help of the advisers. Students must receive quality grades in these courses.
5. Independent Studies (2). Independent Studies courses allow time for attending the Junior Paper Colloquium, writing the junior paper, and studying for the Fundamentals examination.

B. The Junior Paper. The junior paper provides the opportunity for students to originate and formulate a serious inquiry into an important issue arising out of their work and to pursue the inquiry extensively and in depth in a paper of about twenty to twenty-five pages. At every stage in the preparation of the paper, students are expected to work closely with their Fundamentals faculty adviser. Students register for one course of independent study (FNDL 29901 Independent Study: Junior Paper) in the quarter in which they write and rewrite the paper. They also participate in the Junior Paper Colloquium. Acceptance of a successful junior paper is a prerequisite for admission to the senior year of the program.

C. Fundamentals Examination. In Spring Quarter of their senior year, usually at the end of week six, students are examined on the six fundamental texts they have chosen. Preparation for this examination allows students to review and integrate their full course of study. During a three-day period, students write two substantial essays on questions designed for them by the associated faculty. The examination

has a pedagogical intention, more than a qualifying one. Its purpose is to allow students to demonstrate how they have related and integrated their questions, texts, and disciplinary studies. Students register for one independent study (FNDL 29902 Independent Study: Senior Examination) in Winter or Spring Quarter.

SUMMARY OF REQUIREMENTS

Third quarter of second-year foreign language *	100
Two introductory courses	200
Six elected text and author courses **	600
Four elected supporting courses	400
FNDL 29901 Independent Study: Junior Paper	100
FNDL 29902 Independent Study: Senior Examination	100
<hr/> Total Units	<hr/> 1500

* Or credit for the equivalent as determined by petition.

** Including at least one in which a text is studied in a non-English original language.

GRADING, TRANSCRIPTS, AND RECOMMENDATIONS

The independent study courses leading to the Junior Paper (FNDL 29901 Independent Study: Junior Paper) and to the senior examination (FNDL 29902 Independent Study: Senior Examination) are evaluated in faculty statements on the nature and the quality of the work. In support of the independent study grade of *Pass*, the Fundamentals faculty member supervising the Junior Paper, the second reader of the paper, and the readers of the examination are asked to submit evaluations to student files maintained in the Office of the New Collegiate Division. Other independent study courses (NCDV 29700 Reading Course) may be taken for a quality grade; students must write a term paper for such independent study courses. Students should request statements of reference from faculty with whom they have worked in all their independent study courses.

HONORS

Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. Special attention is paid to both the Junior Paper and the senior examination.

ADVISING

Students have faculty advisers who are chosen from members of the program with whom the student works most closely. The adviser closely monitors the student's choice of texts, courses, and language studies, allowing for the gradual development of a fitting and coherent program. The faculty adviser advises the writing of the junior paper and is responsible for approving the final list of texts for the Fundamentals examination. The program coordinator is available for advice and consultation on all aspects of every student's program.

SAMPLE PROGRAMS

The following sample programs show, first, a plan of a four-year curriculum, locating the Fundamentals program in the context of Collegiate requirements, and, second, illustrative courses of study within the major itself, indicating possible ways of connecting fundamental questions and interests to both basic texts and standard courses. *These programs are merely for the purpose of illustration; many, many other variations would be possible.*

Four-Year Sample Curriculum

Courses that meet College general education requirements are labeled (GE). Courses that are underlined fulfill requirements of the Fundamentals major. The Fundamentals program is comprised of fifteen courses. The two-quarter introductory sequence is strictly required and prescribed for students who are in the first year of the program; a second year of foreign language study (in a language chosen by the students) is also prescribed; and text and supporting courses, which are truly elective, are freely chosen by students with advice from their faculty advisers. Students interested in Fundamentals are well advised to take Humanities and a language in the first year.

First Year

Humanities (GE)	300
Social Sciences (GE)	300
Physical Sciences or Biological Sciences or Mathematics (GE)	300
Foreign Language I	300
<hr/> Total Units	<hr/> 1200

Second Year

Introductory Fundamentals Sequence	200
Physical Sciences or Biological Sciences or Mathematics (GE)	300
Foreign Language II	300
Civilization Sequence (GE)	300
Text or Author Course	100
<hr/> Total Units	<hr/> 1200

Third Year

Text and Author Courses	300
Supporting Courses	200
Musical, Visual, or Dramatic Arts (GE)	100
FNDL 29901 Independent Study: Junior Paper	100
Electives	200
<hr/> Total Units	<hr/> 900

Fourth Year

Text and Author Courses	200
Supporting Courses	200

FNDL 29902	Independent Study: Senior Examination	100
Electives		400
<hr/>		
Total Units		900

Total Units: 4200

Questions, Texts, and Supporting Courses

All Fundamentals students, working with their advisers, develop their own program of study. Because students come to Fundamentals with diverse questions, they naturally have diverse programs. Examples of programs completed by Fundamentals students are listed below.

One student asked the question, "How does telling a story shape a life?" She studied Homer's *Odyssey*, Augustine's *Confessions*, Shakespeare's *The Winter's Tale*, Goethe's *Autobiography*, Saint Teresa's *Life*, and the *Bhagavad-Gita*, and studied in supporting courses, Reading and Writing Poetry (Fundamentals), Myth and Literature (German), Autobiography and Confession (Divinity School), and Comparative Approaches to Psychotherapy (Psychology).

A second student asked a question about the ethics of violence, "Is there a just war?" He read Thucydides' *Peloponnesian War*, Aristotle's *Ethics*, the Sermon on the Mount from the Gospel of Matthew, the *Bhagavad-Gita*, Machiavelli's *The Prince*, and Weber's "Politics as a Vocation," and studied in supporting courses World War II (History), The Military and Militarism (Sociology), Introduction to Indian Philosophical Thought (South Asian Languages and Civilizations), and Introduction to the New Testament (Early Christian Literature).

A third Fundamentals student investigated the question, "Is the family a natural or a cultural institution?" The texts studied were Genesis, Homer's *Odyssey*, Aristotle's *Politics*, Aristophanes' *Clouds*, Sophocles' *Antigone*, and Rousseau's *Emile*. The supporting courses included The Family (Sociology), Men and Women: A Literary Perspective (Fundamentals), Political Philosophy of Locke (Political Science), and Sophocles (Greek).

A fourth student, interested in natural right and natural law, read Genesis, Plato's *Republic*, Aristotle's *Ethics*, Rousseau's *Second Discourse*, Montesquieu's *Spirit of the Laws*, and the *Federalist Papers*. In supporting courses, this student studied Machiavelli to Locke, Rousseau to Weber, and the Political Philosophy of Plato (all Political Science).

A fifth asked the question, "What is marriage?" and concentrated on these texts: Genesis, Homer's *Odyssey*, Sophocles' *Antigone*, Shakespeare's *Antony and Cleopatra*, Austen's *Pride and Prejudice*, and Goethe's *Elective Affinities*, and took, as supporting courses, Contemporary Ethical Theory (Philosophy), History of American Women (History), The Family (Sociology), and Sex Roles and Society (Psychology).

These programs indicate the diversity of issues and books Fundamentals represents. They are intended to suggest the cohesion of the individual program's texts and supporting courses within the context of a broad question. Obviously, many, many other programs could be devised.

Activities of Graduates

The Fundamentals program serves the purposes of liberal education, regarded as an end in itself, and offers no specific pre-professional training; yet Fundamentals graduates have successfully prepared for careers in the professions and in scholarship. Some are now pursuing work in law, medicine, journalism, ministry, government service, business, veterinary medicine, and secondary school teaching. Others have gone on to graduate schools in numerous fields, including classics, English, comparative literature, Slavic, history, philosophy, social thought, theology, religious studies, clinical psychology, political science, development economics, mathematics, film studies, and education.

Faculty

The faculty of the Fundamentals program comprises humanists and social scientists, representing interests and competencies in both the East and the West and scholarship in matters ancient and modern. This diversity and pluralism exists within a common agreement about the primacy of fundamental questions and the centrality of important books and reading them well. The intention is for the students to see a variety of serious men and women presenting their approach to and understanding of books that they love, that they know well, and that are central to their ongoing concerns.

COURSES

Required Introductory Sequence

FNDL 23104. Immanuel Kant's Critique of Practical Reason. 100 Units.

The thought of Immanuel Kant's revolutionized ethics and moral theory and has decisively influence modern conceptions of justice, human rights discourse, and also democratic liberal political theory. This course is a careful reading and engagement with Kant's fundamental text in moral theory, his *Critique of Practical Reason*. If time allows, the course will also consider elements of Kant's political thinking in his famous treatise, *Toward Eternal Peace*.

Instructor(s): W. Schweiker Terms Offered: Winter

FNDL 26105. Solzhenitsyn. 100 Units.

Nobel Laureate in Literature in 1970, Alexander Solzhenitsyn (1918–2008) is best known as an advocate for human rights in the Soviet Union, from which he was expelled in 1974. As with Tolstoy a century before, Solzhenitsyn's vast moral authority rested upon the reputation he gained as a novelist in the early 1960s. We will read his novels *One Day in the Life of Ivan Denisovich* and *Cancer Ward* as innovative and complex fictions in the tradition of the Russian novel. We will then read the first volume of his monumental *Archipelago GULAG*, which he called "an experiment in literary investigation," to see how he brought his artistic talents to bear on the hidden and traumatic history of repression under Stalin. At the center of the course will be the tensions in Solzhenitsyn's work between fiction and history, individual and society, modernity and tradition, humanism and ideology.

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

Equivalent Course(s): RUSS 26105

Text and Author Courses (Autumn)

FNDL 20502. Frank Lloyd Wright in Chicago and Beyond. 100 Units.

This course looks at Wright's work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright's early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect's work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 17410

FNDL 21706. Rilke, Sonnets to Orpheus. 100 Units.

This seminar will engage in close readings of Rilke's famous volume of poems. Supplementary readings will address some of the fundamental issues raised by the poems: the sonorous universe of poetry and the nature of the voice; the "Orphic" dimension of poetry; the religious and profane meanings of praise in relation to mourning. We will furthermore compare the treatment of the voice by Rilke with its treatment by another Prague writer: Franz Kafka. Excellent reading knowledge of German required.

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

Prerequisite(s): Reading knowledge of German required

Equivalent Course(s): GRMN 37813, GRMN 27813

FNDL 21714. Boccaccio's Decameron. 100 Units.

Written in the midst of the social disruption caused by the Black Death (1348), the *Decameron* may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's *Decameron* form a structural masterpiece that anticipates the Renaissance epics, Chaucer's *Canterbury Tales*, and the modern short story.

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

Note(s): Classes conducted in English

Equivalent Course(s): ITAL 23502, ITAL 33502, REMS 33502

FNDL 22001. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed. (A)

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

Note(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): PHIL 24800,CMLT 25001,GNSE 23100,HIPS 24300

FNDL 22214. Leviathan. 100 Units.

A close reading of the entirety of Thomas Hobbes' *Leviathan*. (A)

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

Equivalent Course(s): PLSC 24001,PLSC 34001

FNDL 22711. Middlemarch. 100 Units.

This course will spend the entire quarter focusing on Eliot's masterwork, with some attention to the novel's literary and intellectual context.

Instructor(s): L. Rothfield Terms Offered: Autumn

Prerequisite(s): Crosslisted courses are designed for advanced undergraduates and graduate students.

Equivalent Course(s): ENGL 42301,ENGL 24101

FNDL 24002. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieslowski's own writings and interviews, including criticism by Zizek, Insdorf, and others.

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

Note(s): Each half-hour long film will be viewed separately. All materials in English.

Equivalent Course(s): POLI 35302,POLI 25302

FNDL 24302. Gibbon's Decline and Fall (Part 1) 100 Units.

A close reading of the first half of Gibbon's masterwork, together with his Autobiography.

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

FNDL 25302. Outsiders I: Elsa Morante. 100 Units.

One of the most innovative and original writers of twentieth-century Italy, Elsa Morante (1912–1985) did not enjoy canonization and full integration into the modern Italian novel tradition during her life. From the late 1940s to her death, her works stimulated numerous critical debates, but she remained fundamentally an “outsider” whose art could not find a comfortable place in the prevailing niches into which her more “insider” contemporaries were placed. In this course we shall read and analyze in detail her novels and essays, and consider the earlier and more recent critical reception of her corpus. We shall also consider her influence on subsequent writers, and the ways in which her poetics and practice interact in important ways with feminist, queer, and political theories of current interest.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 24803,GNDR 28601

FNDL 26903. Gombrowicz: The Writer as Philosopher. 100 Units.

In this course, we dwell on Witold Gombrowicz the philosopher, exploring the components of his authorial style and concepts that substantiate his claim to both the literary and the philosophical spheres. Entangled in an ongoing battle with basic philosophical tenets and, indeed, with existence itself, this erudite Polish author is a prime example of a 20th century modernist whose philosophical novels explode with uncanny laughter. In contrast to many of his contemporaries, who established their reputations as writers/philosophers, Gombrowicz applied distinctly literary models to the same questions that they explored. We investigate these models in depth, as we focus on Gombrowicz’s novels, philosophical lectures, and some of his autobiographical writings. With an insight from recent criticism of these primary texts, we seek answers to the more general question: What makes this author a philosopher?

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

Note(s): All readings in English.

Equivalent Course(s): POLI 35301,ISHU 29405,POLI 25301

FNDL 27801. Giacomo Leopardi. 100 Units.

Il corso prevede la lettura di *Operette morali*, passi scelti dello zibaldone, e una serie di poesie. Partendo dal *Cantico del gallo silvestre*, nelle operette morali, si cercherà di mettere in discussione l’idea completamente negativa del "pessimismo leopardiano". Si mostrerà un percorso di pensieri leopardiani dove la negazione e le "vedute pessimistiche" fanno parte d’un lungo discorso antropologico. Quello che emerge è un uso del pensiero che non è da intendere come costruttivo, ma "dissipatorio." É un’altra e diversa forma di energia che, nel dissipare o dissolvere le aspettative del futuro, permette di vedere uno stato particolare dell’essere.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 24700

FNDL 28305. Carl Schmitt's Political Thought. 100 Units.

This course is devoted to the political thought of controversial conservative Weimar lawyer and National Socialist partisan, Carl Schmitt. We will read and discuss his major works on sovereignty, the exception, legal theory, parliamentary government, liberalism versus democracy, and "the political." Students are expected to come to the first session having read *Political Theology* in its entirety. (A)

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

Prerequisite(s): Prior consent of instructor.

Note(s): Seven week course to commence in Week 4.

Equivalent Course(s): PLSC 47403, PLSC 27403

FNDL 29300. Machiavelli: The Prince and Discourses. 100 Units.

This course is a reading and discussion of *The Prince* and the *Discourses on Livy*, supplemented by portions of Livy's *History of Rome*. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political roles of pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, and fortune; the relevance of ancient history to modern experience; reading and writing; and theory and practice. (A)

Instructor(s): N. Tarcov Terms Offered: Autumn

Equivalent Course(s): PLSC 32100, SCTH 31710, LLSO 21710, PLSC 20800

Text and Author Courses (Winter)

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.

An exploration of Shakespeare's major plays in the genres of history play and romantic comedy, from the first half (roughly speaking) of his professional career: *Richard II*, *Henry IV Parts 1 and 2*, *A Midsummer Night's Dream*, *Much Ado about Nothing*, *Twelfth Night*, and *Troilus and Cressida*.

Instructor(s): D. Bevington Terms Offered: Winter

Equivalent Course(s): ENGL 16500, TAPS 28405, ISHU 26550

FNDL 21411. The Art of Michelangelo. 100 Units.

Instructor(s): C. Cohen Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 17612

FNDL 22306. Zhuangzi: Lit, Phil, or Something Else. 100 Units.

The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries. Requirement: classical Chinese.

Instructor(s): H. Saussy Terms Offered: Winter

Prerequisite(s): Requirement: classical Chinese

Equivalent Course(s): CMLT 31851, EALC 31851

FNDL 22714. Montaigne: vie privée et vie publique. 100 Units.

La constitution littéraire et philosophique des *Essais* fut influencée par le souci de Montaigne de réaliser des ambitions et des aspirations politiques. Il faut démythifier l'image d'Épinal qui présente l'essayiste isolé dans sa tour, loin des agitations de son temps, jouant avec sa chatte et s'interrogeant sur la condition humaine. Cette lecture d'un Montaigne public a pour but de mieux comprendre les transformations des *Essais* sur vingt ans (1572-1592). La gageure est de considérer Montaigne et ses stratégies de publication des *Essais* – différentes dans le temps – dans le cadre d'une carrière publique (où plutôt de carrières au pluriel) et à la lumière des événements de leur temps qui marquent et influencent ses choix. Il ne s'agit pas de coller Montaigne à l'histoire de son temps, mais d'offrir une nouvelle interprétation des *Essais* et de considérer ce que son livre a pu représenter aux yeux de leur auteur et de ses lecteurs à des moments différents d'une longue carrière publique comme conseiller au parlement de Bordeaux, maire de cette cité et négociateur entre Henri III et Henri de Navarre.

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

Note(s): Taught in French.

Equivalent Course(s): FREN 32775,REMS 32775,FREN 22775

FNDL 23511. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine."

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

Note(s): German is not required, but helpful.

Equivalent Course(s): HIPS 26701,CHSS 31202,PHIL 20610,PHIL 30610,GRMN 25304,GRMN 35304,HIST 25304

FNDL 23608. Aristophanes' Athens. 100 Units.

This course will focus on nine of Aristophanes' plays in translation (*Acharnians*; *Wasps*; *Clouds*; *Peace*; *Birds*; *Lysistrata*; *Thesmophoriazousai*; *Frogs*; and *Ploutos*) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.

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

Equivalent Course(s): CLCV 23608,CLAS 33608,ANCM 33900,HIST 30803,HIST 20803

FNDL 24303. Gibbon's Decline and Fall (Part 2) 100 Units.

A close reading of the second half of Gibbon's masterwork.

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

FNDL 24310. Augustine's Confessions. 100 Units.

Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.

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

Prerequisite(s): LATN 206 or equivalent

Equivalent Course(s): LATN 35000, LATN 25000

FNDL 24711. Lincoln: Slavery, War, and the Constitution. 100 Units.

This course is a study of Abraham Lincoln's view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln's policies.

Instructor(s): D. Hutchinson Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): LLSO 24711, HIST 27102

FNDL 25300. Lolita. 100 Units.

"Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth."

Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

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

Equivalent Course(s): RUSS 23900

FNDL 26100. Les Misérables. 100 Units.

In this course we read *Les Misérables* and discuss the work's message, structure and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.

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

Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.

Equivalent Course(s): FREN 36103, FREN 26103

FNDL 26206. Gramsci. 100 Units.

In this course we read selections from Antonio Gramsci's *Letters* and *Prison Notebooks* side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed *testi alla mano* with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch ("the cosmopolitan intellectual"), Savonarola (the "disarmed prophet"), Machiavelli (the "modern prince"), and Guicciardini (the "particolare"); for Italy's "long Risorgimento," Vico ("living philology"), Cuoco ("passive revolution"), Manzoni ("questione della lingua"), Gioberti ("clericalism"), and De Sanctis (the "Man of Guicciardini"); and Croce (the "anti-Croce") and Pirandello (theater and "national-popular" literature), for Italy's twentieth century.

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

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 36000,REMS 36000,ITAL 26000

FNDL 28100. Beowulf. 100 Units.

This course will aim to help students read Beowulf while also acquainting them with some of the scholarly discussion that has accumulated around the poem. We will read the poem as edited in Klaeber's *Beowulf* (4th ed., Univ. of Toronto Press, 2008). Once students have defined their particular interests, we will choose which recent approaches to the poem to discuss in detail; we will, however, certainly view the poem both in itself and in relation to Anglo-Saxon history and culture in general.

Instructor(s): C. von Nolcken Terms Offered: Winter

Prerequisite(s): PQ: ENGL 14900/35900 or the Equivalent

Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.

Equivalent Course(s): ENGL 15200,ENGL 35200,GRMN 32900

FNDL 28102. Machiavelli's Political Thought. 100 Units.

This course is devoted to the political writings of Niccolò Machiavelli. Readings include *The Prince*, *Discourses* on Livy's *History of Rome*, selections from the *Florentine Histories*, and Machiavelli's proposal for reforming Florence's republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)

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

Prerequisite(s): Prior consent of instructor.

Equivalent Course(s): PLSC 27216,LLSO 28200,PLSC 52316

FNDL 28401. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informate di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo."

Instructor(s): A. Maggi Terms Offered: Winter

Equivalent Course(s): ITAL 38400, CMST 23500, CMST 33500, GNSE 28600, ITAL 28400

Text and Author Courses (Spring)

FNDL 20120. Wittgenstein's "Philosophical Investigations" 100 Units.

A close reading of *Philosophical Investigations*. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy.

Supplementary readings will be drawn from *Remarks on the Foundations of Mathematics* and other later writings. (B) (III)

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

Prerequisite(s): At least one previous course in the Philosophy Department required; Philosophical Perspectives does not qualify.

Equivalent Course(s): PHIL 30120, PHIL 20120

FNDL 21300. James Joyce's Ulysses. 100 Units.

This course considers themes that include the problems of exile, homelessness, and nationality; the mysteries of paternity and maternity; the meaning of the Return; Joyce's epistemology and his use of dream, fantasy, and hallucinations; and Joyce's experimentation with and use of language.

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

FNDL 21404. Shakespeare II: Tragedies and Romances. 100 Units.

This course will study the second half of Shakespeare's career, from 1600 to 1611, when the major genres that he worked in were tragedy and "romance" or tragicomedy. Plays to be read will include *Hamlet*, *Othello*, *King Lear* (quarto and folio versions), *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Pericles*, *The Winter's Tale*, and *The Tempest*. There will be one short and one longer paper. Section attendance is required.

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

Note(s): ENGL 16500 recommended but not required.

Equivalent Course(s): ENGL 16600, TAPS 28406

FNDL 21504. Karl Marx's Theory of History. 100 Units.

This course will investigate the theory of human history developed by Marx and Engels—Historical Materialism, as it came to be known. Though we will primarily focus on texts by Marx and Engels, we will begin by considering some of Hegel's writing on history, and we will end by looking at different attempts to explain, apply, and develop the theory within the Marxian tradition.

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

Equivalent Course(s): PHIL 31425, PHIL 21425

FNDL 21603. Machiavelli and Machiavellism. 100 Units.

This course is a comprehensive introduction to Machiavelli's *The Prince* in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright (*The Mandrake*), fiction writer (*Belfagor*, *The Golden Ass*), and historian (*Discourses*, *Florentine Histories*). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

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

Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.

Equivalent Course(s): CMLT 25801, REMS 33001, ITAL 23000

FNDL 21806. Pascal and Simone Weil. 100 Units.

Pascal in the seventeenth century and Simone Weil in the twentieth formulated a compelling vision of the human condition, torn between greatness and misery. They showed how human imperfection coexists with the noblest callings, how attention struggles with diversion and how individuals can be rescued from their usual reliance on public opinion and customary beliefs. Both thinkers point to the religious dimension of human experience and suggest unorthodox ways of approaching it.

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

Prerequisite(s): Third- or fourth-year standing.

Note(s): The course will be taught in English. For French undergraduates and graduates, we will hold a bi-weekly one-hour meeting to study the original French texts.

Equivalent Course(s): FREN 39100, CMLT 29101, CMLT 39101, FREN 29100

FNDL 22212. Hannah Arendt's *The Human Condition*. 100 Units.

This seminar will be devoted to a reading of Hannah Arendt's *The Human Condition* (1958), one of the most influential works of political theory written in the twentieth century. Through careful study of the meaning and function of Arendt's often-puzzling distinctions among "public," "private" and "social" and among "labor," "work," and "action," we'll try to understand her account of the significance and prospects of human activity, including especially political activity, in modernity. Topics of special concern may include: the relation between philosophy and politics; Arendt's relationship to Marx and to the Marxist critique of capitalism; the meanings of work and leisure in the twentieth century and beyond; the nature and basis of political power and freedom; the relations between art and politics; the significance of city life for politics; and many others. While *The Human Condition* will be at the center of the course, the book will be supplemented and framed by other material, including essays on related subjects by Arendt; excerpts from some of the other thinkers with whom Arendt was in conversation; and material by later writers that will help us situate Arendt in the larger contexts of twentieth-century intellectual life, and which will also give us different angles on some of the key issues in Arendt's book. (A)

Instructor(s): P.Markell Terms Offered: Spring
Equivalent Course(s): PLSC 34500,PLSC 24500

FNDL 22912. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): CLAS 36713,CLCV 26713,FREN 26701,FREN 36701,BPRO 26700

FNDL 24901. Tolkien: Medieval and Modern. 100 Units.

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

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

Prerequisite(s): Must have read *The Lord of the Rings* prior to first day.

Equivalent Course(s): RLST 22400, HIST 29902

FNDL 25202. Thinking Tragedy: Nietzsche's *Geburt der Tragödie*. 100 Units.

The focus of this seminar exploring (German) theories of tragedy will be Friedrich Nietzsche's *Birth of Tragedy*. In order to understand better this work's iconoclasm we will first survey some of the more seminal theorizations of the tragic genre starting with Aristotle but concentrating on the contributions of German idealist philosophers and thinkers such as Schiller, Hegel, and Schelling, before we then turn to a close critical reading of Nietzsche's text. Readings and discussions in English.

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

Equivalent Course(s): TAPS 28442, GRMN 28714

FNDL 25312. Kiesłowski's French Cinema. 100 Units.

Krzysztof Kiesłowski's long-lived obsession with parallel histories and repeated chances is best illustrated by his *The Double Life of Veronique*. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych *White, Blue, Red*, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kiesłowski/Piesiewicz virtual universe the possibility of reconstituting one's identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kiesłowski as auteur to his viewers' as co-creators. We read selections from current criticism on the "Three Color Trilogy." All materials in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): POLI 35303, POLI 25303

FNDL 25331. Beauvoir: The Second Sex. 100 Units.

In 1949, Simone de Beauvoir's *Le Deuxième Sexe* took up the old question of sexual difference; it was never the same question again. Her attention to the situation and "situatedness" of women resulted in new ways of thinking about freedom, destiny, reciprocity, and subjectivity; it brought literature, autobiography, and cultural studies into philosophical reflection; and it contributed significantly to twentieth century transformations of women's social, political, and cultural situations. We will engage a close reading of *The Second Sex* in English translation and with some reference to the original French.

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

Equivalent Course(s): GNDR 25302

FNDL 25700. Chaucer: The Canterbury Tales. 100 Units.

This course is an examination of Chaucer's art as revealed in selections from *The Canterbury Tales*. Our primary emphasis is on a close reading of individual tales, but we also pay attention to Chaucer's sources and to other medieval works that provide relevant background.

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

Equivalent Course(s): ENGL 15500

FNDL 27903. Heidegger's "Being and Time" 100 Units.

(B) (III)

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

Equivalent Course(s): PHIL 33410, PHIL 23410

FNDL 29605. Freud's Interpretation of Dreams. 100 Units.

Freud himself described *The Interpretation of Dreams* as the repository of the "greatest discoveries" he was destined to make about the human psyche and the human condition. As a Fundamentals course, we will analyze this text as an autonomous whole, line by line, and, reflexively, argumentative filament by filament. As a classic of modern social thought, we will explore the proposition that *The Interpretation of Dreams* is, however inadvertently, the greatest single work on "culture," conceived as a semiotic system, ever written. Iconic writing, that is to say the capacity and the constraints of conveying bodily experience in words, will be a special focus of our reading.

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

Prerequisite(s): Open only to graduate students and 3rd and 4th year undergraduates.

Equivalent Course(s): MAPS 37000

Independent Study

FNDL 29901. Independent Study: Junior Paper. 100 Units.

Students who are on campus will be required to attend a series of colloquium meetings in Winter Quarter, but should enroll in the quarter that they will write the Junior Paper. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chairman.

FNDL 29902. Independent Study: Senior Examination. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Recommended Foreign Language Text Courses

Students are also encouraged to seek Foreign Language Text Courses listed under other majors.

EALC 26500. The Shi Jing: Classic of Poetry. 100 Units.

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

Equivalent Course(s): EALC 36500

EALC 26510. The Chinese Classics. 100 Units.

In this course we will survey the early histories of the Chinese Classics: the Classics of Changes, Documents and Poetry, the Springs and Autumns, and the Three Ritual classics, focusing on two different questions: first, how the classics were first composed and then how they came to be reinterpreted in later times; and second, how recent archaeological discoveries inform the re-reading of the classics, and the role this re-reading has played in modern Chinese historiography.

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

FREN 22775. Montaigne: vie privée et vie publique. 100 Units.

La constitution littéraire et philosophique des *Essais* fut influencée par le souci de Montaigne de réaliser des ambitions et des aspirations politiques. Il faut démythifier l'image d'Épinal qui présente l'essayiste isolé dans sa tour, loin des agitations de son temps, jouant avec sa chatte et s'interrogeant sur la condition humaine. Cette lecture d'un Montaigne public a pour but de mieux comprendre les transformations des *Essais* sur vingt ans (1572-1592). La gageure est de considérer Montaigne et ses stratégies de publication des *Essais* – différentes dans le temps – dans le cadre d'une carrière publique (où plutôt de carrières au pluriel) et à la lumière des événements de leur temps qui marquent et influencent ses choix. Il ne s'agit pas de coller Montaigne à l'histoire de son temps, mais d'offrir une nouvelle interprétation des *Essais* et de considérer ce que son livre a pu représenter aux yeux de leur auteur et de ses lecteurs à des moments différents d'une longue carrière publique comme conseiller au parlement de Bordeaux, maire de cette cité et négociateur entre Henri III et Henri de Navarre.

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

Note(s): Taught in French.

Equivalent Course(s): FREN 32775, REMS 32775, FNDL 22714

FREN 24301. Le Règne des passions au 17^e siècle. 100 Units.

This course is a study of the Early Modern vision of human passions, as reflected in literature. We read plays by Shakespeare, Corneille and Racine, narratives by Cervantes, d'Urfé, Saint-Réal, and Mme de La Fayette and maxims by La Rochefoucauld and Pascal.

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

Prerequisite(s): Third- or fourth-year standing.

Note(s): The course is in French and most required texts are in French.

Equivalent Course(s): FREN 34301, REMS 34301

FREN 26103. Les Misérables. 100 Units.

In this course we read *Les Misérables* and discuss the work's message, structure and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.

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

Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.

Equivalent Course(s): FREN 36103, FNDL 26100

GREK 21200. Philosophy: Plato's Phaedrus. 100 Units.

The *Phaedrus* is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.

Instructor(s): D. Martinez Terms Offered: Autumn

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31200, BIBL 31200

GREK 21300. Tragedy. 100 Units.

This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, *Prometheus Bound*. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.

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

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31300

ITAL 24700. Giacomo Leopardi. 100 Units.

Il corso prevede la lettura di *Operette morali*, passi scelti dello zibaldone, e una serie di poesie. Partendo dal *Cantico del gallo silvestre*, nelle operette morali, si cercherà di mettere in discussione l'idea completamente negativa del "pessimismo leopardiano". Si mostrerà un percorso di pensieri leopardiani dove la negazione e le "vedute pessimistiche" fanno parte d'un lungo discorso antropologico. Quello che emerge è un uso del pensiero che non è da intendere come costruttivo, ma "dissipatorio." È un'altra e diversa forma di energia che, nel dissipare o dissolvere le aspettative del futuro, permette di vedere uno stato particolare dell'essere.

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

Note(s): Taught in Italian.

Equivalent Course(s): FNDL 27801

ITAL 28400. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informate di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo."

Instructor(s): A. Maggi Terms Offered: Winter

Equivalent Course(s): ITAL 38400, CMST 23500, CMST 33500, GNSE 28600, FNDL 28401

LATN 25000. Augustine's Confessions. 100 Units.

Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.

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

Prerequisite(s): LATN 206 or equivalent

Equivalent Course(s): LATN 35000,FNDL 24310

LATN 26513. Tacitus: History and Politics in Republican Monarchy. 100 Units.

We will read the *Life of Agricola* and selections from the historical works, engaging with the politics of virtue and historical memory and the changing dynamics of literary productions in the early Principate.

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

Equivalent Course(s): LATN 36513,FNDL 26513

Recommended Supporting Courses

Students may also choose Supporting Courses that illuminate their questions and texts from other majors.

ARTH 10100. Introduction to Art. 100 Units.

This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the close analysis of visual materials, explores the range of questions and methods appropriate to the explication of a given work of art, and examines the intellectual structures basic to the systematic study of art. Most importantly, the course encourages the understanding of art as a visual language and aims to foster in students the ability to translate this understanding into verbal expression, both oral and written.

Examples draw on local collections.

Terms Offered: Autumn, Winter, Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, this course meets the general education requirement in the dramatic, musical, and visual arts.

CMLT 20500. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 30500, ENGL 31000, TAPS 28400

CMLT 20600. History and Theory of Drama II. 100 Units.

This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington, H. Coleman Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13900, CMLT 30600, ENGL 31100, TAPS 28401

CMLT 21101. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray Terms Offered: Spring

Equivalent Course(s): LATN 21100, CMLT 31101, LATN 31100

CMLT 24402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.

The course will introduce the students to the oldest sub-genres of the novel, the idealist story, the chivalric tale and the pastoral. It will emphasize the originality of these forms and discuss their interaction with the Spanish, French, and English novel.

Instructor(s): T. Pavel, G. Most Terms Offered: Winter

Equivalent Course(s): CMLT 34402, SCTH 35914, RLLT 24402, RLLT 34402

CMLT 24902. Mimesis. 100 Units.

This course introduces the concept of mimesis (imitation, representation), tracing it from Plato and Aristotle through some of its reformulations in recent literary, feminist, and critical theory. Topics include desire, postcolonialism, and non-Western aesthetic traditions. Readings may include Plato, Aristotle, Euripides's *Bacchae*, Book of Songs, Lu Ji's *Rhapsody on Literature*, Auerbach, Butler, Derrida, and Spivak.

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

Note(s): This course meets the critical/intellectual methods course requirement for students who are majoring in Comparative Literature.

Equivalent Course(s): GNSE 24903, EALC 24902

CMLT 26610. Kinds of Narratives: the Novella. 100 Units.

The course will discuss the place of the novella among nineteenth-century prose narratives. We will read works by Balzac, Gogol, Stifter, Mérimée, Melville, Fontane, Chekhov, and Henry James.

Instructor(s): T. Pavel Terms Offered: Autumn

Note(s): Taught in English. For French majors and graduates there will be a weekly one-hour meeting to study the original French texts.

CMLT 26913. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the “a change from ignorance (*agnoia*) to knowledge (*gnosis*).” Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters’ *anagnorisis* isn’t restricted to the filiation, i.e., identity, of other characters the audience’s cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer’s *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle’s *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater’s obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist’s dramatic deconstructions of German bourgeois and classical theater test the Enlightenment’s claim to reason and reform of human cognition. Our last stop will be Brecht’s theater of “*Entfremdung*” that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): GRMN 26913,CLCV 25513,CLAS 35513,CMLT 36913,TAPS 28441,GRMN 36913

CMST 10100. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring

Note(s): Required of students majoring in Cinema and Media Studies

Equivalent Course(s): ARTH 20000,ARTV 25300,ENGL 10800

CMST 25501. Poetic Cinema. 100 Units.

Films are frequently denoted as "poetic" or "lyrical" in a vague sort of way. It has been applied equally to religious cinema and to the experimental avant-garde. Our task will be to interrogate this concept and to try to define what it actually is denoting. Films and critical texts will mainly be drawn from Soviet and French cinema of the 1920s-1930s and 1960s-1990s. Directors include Dovzhenko, Renoir, Cocteau, Resnais, Maya Deren, Tarkovsky, Pasolini, Jarman, and Sokurov. In addition to sampling these directors' own writings, we shall examine theories of poetic cinema by major critics from the Russian formalists to Andre Bazin beyond.

Instructor(s): R. Bird

Equivalent Course(s): CMST 35501,SLAV 29001,SLAV 39001

CMST 25514. Symbolism and Cinema. 100 Units.

In his 1896 essay on cinema, Russian writer Maxim Gorky described the new medium to "madness or symbolism." The connection between cinema and symbolism was not surprising insofar as symbolism was a dominant aesthetic paradigm throughout Europe at the time. However it does suggest (perhaps surprisingly) that from the very beginning cinema was seen as a means of visualizing the non-rational, uncanny and even invisible. This course examines the relationship between symbolism and cinema with particular attention to French and Russian writings and films. Examining how symbolist aesthetics became applied to the cinematic medium, we will pay particular attention to the resources it provided for conceptualizing the uncanny and the mystical. We will question whether there exists a distinct symbolist tradition in film history and how it relates to notions of poetic or experimental cinema. Films will represent a broad cross-section of European (and some American) cinema, from Jean Epstein to Sergei Eisenstein and Alexander Dovzhenko, and from Stan Brakhage to Andrei Tarkovsky.

Instructor(s): R. Bird

Equivalent Course(s): RUSS 26500

ENGL 16711. Hamlet and Critical Methods. 100 Units.

Shakespeare's *Hamlet* has probably inspired the most criticism of any play in world literature, and it has certainly inspired some of the greatest criticism. This course explores the goals, presuppositions, strengths, and limitations of different kinds of scholarship and criticism by focusing upon the variety of approaches that have been (or in some cases, could be) applied to Shakespeare's play. The course will focus on modern editorial theory and practice; classical and neoclassical discussions of mimesis, plot, and theatrical affect; Romantic, psychoanalytic, and postmodern discussions of Hamlet as character; recent literary historical discussions of sources and genre; new critical, new historicist, and feminist analyses of the play's imagined world; as well as performances and literary adaptations of *Hamlet* conceived of as interpretations of the play.

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

ENGL 20601. Jane Austen. 100 Units.

This course offers an introduction to the novels of Jane Austen, and to the work of some of her contemporary writers (possibly to include Burney, Radcliffe, Wollstonecraft, Inchbald, Edgeworth). We will also read some significant work in Austen criticism, focusing on Austen's innovations in the novel form, as well as on issues of gender, power, sentimentalism, and judgment.

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

ENGL 24403. Beckett: Page, Stage, Screen. 100 Units.

Though best known for a single play, *Waiting for Godot*, Samuel Beckett was a poet, novelist, short-story writer, playwright, translator, and critic with a voluminous output. This course introduces students to the staggering variety and influence of one of the central figures in twentieth-century literature and theatre by reading Beckett's better-known plays alongside his work in other media. Among the questions we will ask are: Why did Beckett either abandon or make unrecognizable almost every medium in which he worked? What happens when a medium becomes the means of its own undoing? What can Beckett's experiments teach us about the presumed and actual limits of form? What can we learn from Beckett's career about the cardinal developments in twentieth-century drama, literature, film, and television? The course places primary emphasis on Beckett's plays (both on paper and in recorded performances), but we also spend some time on his novels, prose pieces, criticism, film, and television pieces.

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

Equivalent Course(s): TAPS 28433

PHIL 20208. Film Aesthetics. 100 Units.

The course will investigate some of the fundamental philosophical issues that come up in connection with the aesthetics, ontology, and criticism of movies—questions such as: What sort of aesthetic medium is a movie? How does it relate to the broader aesthetic category of film? How does this medium resemble and differ from that of the photograph? What role in a proper understanding of the medium of the movie should be assigned to the fact that it has a photographic basis? What is the relation between high and low art in this case and how does it differ from that which characterizes the other arts? Do movies have authors? What role does genre play in the appreciation and understanding of movies? And what is a film genre? What sorts of problems of interpretation and criticism are unique to this medium? We will pay special attention to the conditions and modes of visual presentation that make it possible for viewers of fictional motion pictures to become absorbed in what we experience as a fictional narrative world. This will involve exploring questions such as the following: What is the difference between an objective and a subjective camera shot? How is a subjective camera shot attached to or associated with the point of view of someone in the world of a movie? What is an objective camera shot? Is it, as some say, a point of view on the world of a movie that is no one's point of view—a view from nowhere? What could that mean? Is it possible to construct a fictional narrative movie world entirely out of subjective camera shots? What is a point of view (and how, if at all, does it differ from a perspective)? What is a subjective (as opposed to an objective) point of view? Is the concept of an objective point of view a contradiction in terms? We will view a number of films that will help to illustrate and sharpen our discussion of the difficulties attending these issues. Some attention will be given to exploring the similarities and differences between the presentation of a fictional narrative world in film and in some of the other visual and dramatic arts, most notably painting and theater. Readings will be from Andre Bazin, Leo Braudy, Stanley Cavell, Denis Diderot, Michael Fried, Jean Mitry, Daniel Morgan, Thomas Nagel, Erwin Panofsky, Victor Perkins, Karel Reisz, Bernard Williams, and George Wilson, among others.

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

PHIL 20506. Philosophy of History: Narrative and Explanation. 100 Units.

This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (B) (II)

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

Equivalent Course(s): HIST 35110, PHIL 30506, CHSS 35110, HIST 25110

PHIL 21000. Introduction to Ethics. 100 Units.

In this course, we will read, write, think, and talk about moral philosophy, focusing on two classic texts, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*. We will work through both texts carefully and have a look at influential criticisms of utilitarianism and of Kant's ethics in the concluding weeks of the term. This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)
 Instructor(s): A. Ford Terms Offered: Spring
 Equivalent Course(s): HIPS 21000

PHIL 21600. Introduction to Political Philosophy. 100 Units.

In this course we will first investigate what it is for a society to be just. Among the questions we will consider in this portion are the following: In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? Authors to be discussed here include John Rawls, Robert Nozick, and G. A. Cohen. In the second portion of the course we will consider one pressing injustice in society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Autumn
 Equivalent Course(s): GNSE 21601, PLSC 22600, LLSO 22612

PHIL 25110. Maimonides and Hume on Religion. 100 Units.

This course will study in alternation chapters from Maimonides' *Guide of the Perplexed* and David Hume's *Dialogues* concerning Natural Religion, two major philosophical works whose literary forms are at least as important as their contents. Topics will include human knowledge of the existence and nature of God, anthropomorphism and idolatry, religious language, and the problem of evil. Time permitting, we shall also read other short works by these two authors on related themes. (II)

Instructor(s): J. Stern Terms Offered: Autumn
 Equivalent Course(s): JWSC 26100, RLST 25110, HIJD 35200

SOCI 20005. Sociological Theory. 100 Units.

Building on the works of Marx, Weber, Durkheim, Simmel, and other classical theorists, this course addresses the role of theory in sociology. In addition to classic texts, readings explore both contemporary theoretical projects and the implications of theory for empirical research.

Instructor(s): A. Glaeser Terms Offered: Spring
 Note(s): Required of students who are majoring in Sociology.



GENDER AND SEXUALITY STUDIES

PROGRAM OF STUDY

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. The plan of study, designed with the assistance of the Director of Undergraduate Studies, can take the form of a gender-track in a traditional academic discipline, interdisciplinary work on a gender-related topic, or a combination thereof. Students can thus create a cluster of courses linked by their attention to gender as an object of study or by their use of gender categories to investigate topics in sexuality, social life, science, politics and culture, literature and the arts, or systems of thought.

Students in other fields of study may also complete a minor in Gender and Sexuality Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

Gender and Sexuality Studies majors must take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. If a student has taken another sequence to fulfill the general education requirement, s/he may petition to count GNSE 15002-GNSE 15003 towards major requirements.

The major requires eleven courses, a BA Essay Seminar, and a BA research project or essay that can count as a thirteenth course. The Center for Gender Studies recognizes two main paths by which students might develop an undergraduate concentration. Path A is for students whose central interest lies in the interdisciplinary study of gender and sexuality; it is designed to provide students with a range of conceptual and historical resources to pursue such study with creativity and rigor. Path B is for students whose interest in gender and sexuality is primarily organized around a specific other discipline or field such as History, English, or Political Science; it is designed to provide students with the conceptual and methodological resources to pursue Gender and Sexuality Studies within such a field. Within those goals, each path is meant to provide students with the opportunity to design a course of study tailored to their particular interests. Each path consists of the two required introductory Problems in Gender and Sexuality Studies courses, a group of nine electives (chosen in consultation with the Director of Undergraduate Studies), a BA Essay seminar for fourth-year students, and a BA paper written under the supervision of an appropriate faculty member.

Path A: GNSE 10100 Problems in the Study of Gender; GNSE 10200 Problems in the Study of Sexuality; nine electives, which must meet the following chronological, geographical, and methodological distribution guidelines: at least one course with a main chronological focus that is pre-1900 and at least one course with a main chronological focus that is post-1900; at least one course with a main focus that is North America or Europe and at least one course with a main focus that is Latin America, Africa, or Asia; at least two courses in the Humanities and at least

two courses in the Social Sciences. Any given course may fulfill more than one distribution requirement; for instance, a course on gender in Shakespeare would count as fulfilling one course requirement in pre-1900, Europe, and Humanities.

Path B: GNSE 10100 Problems in the Study of Gender; GNSE 10200 Problems in the Study of Sexuality; five Gender and Sexuality Studies courses in a primary field; and four supporting field courses. Courses in the primary field focus on gender and/or sexuality in a single discipline or in closely related disciplines and develop a gender track within that discipline. Supporting field courses provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field.

Two-Quarter Theory Course Sequence

Problems in Gender and Sexuality Studies (GNSE 10100 Problems in the Study of Gender and GNSE 10200 Problems in the Study of Sexuality)

Research Project or Essay

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Gender Studies Adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty in the student's primary field of interest. Students must submit the essay by May 1 of their fourth year or by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS

General Education

GNSE 15002-15003	Gender and Sexuality in World Civilizations I and Gender and Sexuality in World Civilizations II	200
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Total Units		200
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Major

GNSE 10100	Problems in the Study of Gender	100
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GNSE 10200	Problems in the Study of Sexuality	100
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Nine courses distributed according to the requirements of Path A or Path B		900
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GNSE 29800	BA Seminar	100
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GNSE 29900	BA Essay	100
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Total Units		1300
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Path A: Gender and Sexuality Studies Interdisciplinary Sample Major

GNSE 10100	Problems in the Study of Gender	100
GNSE 10200	Problems in the Study of Sexuality	100
GNSE 20100	The Family	100
GNSE 21400	Advanced Theories of Sex/Gender	100
GNSE 21805	Gender and Writing at the Fin de Siècle	100
GNSE 23102	Love, Conjugalit, and Capital: Intimacy in the Modern World	100
GNSE 23302	Writing Postcolonial History	100
GNSE 29800	BA Seminar	100
GNSE 29900	BA Essay	100
Total Units		1300

Path B: Gender and Sexuality Studies Disciplinary Sample Major

GNSE 10100	Problems in the Study of Gender	100
GNSE 10200	Problems in the Study of Sexuality	100
GNSE 20100	The Family	100
GNSE 20170	The Sociology of Deviant Behavior	100
GNSE 21001	Cultural Psychology	100
GNSE 23303	Bombay/Mumbai: Urban Life/Urban Politics	100
GNSE 27100	Sociology of Human Sexuality	100
SOCI 20001	Sociological Methods	100
SOCI 20111	Survey Analysis I	100
GNSE 29800	BA Seminar	100
GNSE 29900	BA Essay	100
Total Units		1300

GRADING

Two of the supporting field courses may be taken for P/F grading. All other courses must be taken for a quality grade.

HONORS

Students with a 3.0 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors. Students must also receive a grade of A on their BA project or essay with a recommendation for honors from their faculty adviser.

ADVISING

Each student chooses a faculty adviser for their BA project from among the Gender and Sexuality Studies Affiliated Faculty listed below. At the beginning of their third year, students are encouraged to design their program of study with the assistance of the Director of Undergraduate Studies.

MINOR PROGRAM IN GENDER AND SEXUALITY STUDIES

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender and Sexuality Studies allows students in other major fields to shape a disciplinary or interdisciplinary plan of study that will provide a competence in gender and sexuality studies. Such a minor requires a total of six courses:

GNSE 10100	Problems in the Study of Gender	100
GNSE 10200	Problems in the Study of Sexuality	100
Four additional courses in Gender and Sexuality Studies		400
Total Units		600

Students who elect the minor program in Gender and Sexuality Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The chair's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Nonmajors are encouraged to use the lists of faculty and course offerings as resources for the purpose of designing programs within disciplines, as an aid for the allocation of electives, or for the pursuit of a BA project. For further work in Gender and Sexuality Studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender and Sexuality Studies, visit the Center for the Study of Gender and Sexuality website at gendersexuality.uchicago.edu or contact the student affairs administrator at 702.2365.

GENDER AND SEXUALITY STUDIES COURSES

GNSE 10100-10200. Problems in the Study of Gender; Problems in the Study of Sexuality.

This two-quarter interdisciplinary sequence is designed as an introduction to theories and critical practices in the study of feminism, gender, and sexuality. Both classic texts and recent conceptualizations of these contested fields are examined. Problems and cases from a variety of cultures and historical periods are considered, and the course pursues their differing implications in local, national, and global contexts. Both quarters also engage questions of aesthetics and representation, asking how stereotypes, generic conventions, and other modes of circulated fantasy have contributed to constraining and emancipating people through their gender or sexuality.

GNSE 10100. Problems in the Study of Gender. 100 Units.

This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.

Instructor(s): N. Atkinson, Autumn; J. Cole, Spring
Terms Offered: Autumn 2013, Spring 2014

Note(s): May be taken in sequence or individually.

Equivalent Course(s): CRES 10101, ENGL 10200, HIST 29306, SOSC 28200

GNSE 10200. Problems in the Study of Sexuality. 100 Units.

This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.

Instructor(s): Kristen Schilt
Terms Offered: Winter 2014

Note(s): May be taken in sequence or individually

Equivalent Course(s): ENGL 10300, SOSC 28300

GNSE 10200. Problems in the Study of Sexuality. 100 Units.

This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.

Instructor(s): Kristen Schilt
Terms Offered: Winter 2014

Note(s): May be taken in sequence or individually

Equivalent Course(s): ENGL 10300, SOSC 28300

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

This two-quarter sequence aims to expand students' exposure to an array of texts— theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

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

The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, "Kinship" and "Creativity and Cultural Knowledge." The "Kinship" cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The "Creativity and Cultural Knowledge" cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of "difference" on cultural forms.

Instructor(s): D. Delogu, S. Thakkar Terms Offered: Autumn

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

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

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

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

GNSE 20170. The Sociology of Deviant Behavior. 100 Units.

This course examines how distinctions between "normal" and "deviant" are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, "satanic" daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a "culture of fear." Additionally, we investigate the impact on individuals of being labeled "deviant" either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society.

Instructor(s): K. Schilt Terms Offered: Autumn

Equivalent Course(s): SOCI 20175

GNSE 21001. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world.

Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

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

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

Equivalent Course(s): CHDV 21000,AMER 33000,ANTH 24320,ANTH 35110,GNSE 31000,HDCP 41050,PSYC 23000,PSYC 33000

GNSE 21400. Advanced Theories of Sex/Gender. 100 Units.

Beginning with the extension of the democratic revolution in the breakup of the New Left, this seminar will explore the key debates (foundations, psychoanalysis, sexual difference, universalism, multiculturalism) around which gender and sexuality came to be articulated as politically significant categories in the late 1980s and the 1990s.

Terms Offered: Autumn

Prerequisite(s): Completion of GNDR 10100-10200 and GNDR 28505 or 28605 or permission of instructor

Equivalent Course(s): ARTH 21400,ARTH 31400,ENGL 21401,ENGL 30201,GNSE 31400,MAPH 36500,PLSC 21410,PLSC 31410

GNSE 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations. (A)

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

Prerequisite(s): Permission of instructor only.

Equivalent Course(s): CHDV 21500,HIPS 22401

GNSE 22401. Latina/o Intellectual Thought. 100 Units.

Equivalent Course(s): ENGL 22804,LACS 22804,SPAN 22801,CMLT 21401

GNSE 23100. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed. (A)

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

Note(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): PHIL 24800, CMLT 25001, FNDL 22001, HIPS 24300

GNSE 27202. Psychoanalysis and Feminism: Freud, Lacan, Klein, Winnicott, and Their Feminist Interlocutors. 100 Units.

What can psychoanalysis teach us about human psychological development in general and human sexual development in particular? Can the development of both men and women be captured in one general psychoanalytic framework or are two different explanatory schemes required? How has psychoanalysis evolved since Freud in the way it accounts for femininity, women's psychological development, and the role of the mother in her child's development? In this course, we will examine leading psychoanalytic accounts of human development, as well as feminist critiques and applications of these accounts. In the first part of the course, we will study some of Sigmund Freud's classical texts which deal with sexual development, while discussing the relations between repressed ideas, bodily symptoms, and the talking cure, as well as the seduction hypothesis, infantile sexuality, and the Oedipal Complex. We will also consider some of Freud's late writings about female sexuality and femininity, as well as early critiques by Karl Abraham, Karen Horney, and Helen Deutsch regarding Freud's views on feminine development. In the second part of the course, we will discuss Jacques Lacan's psychoanalytic account of human development, focusing on his characterization of both pre-Oedipal development and the Oedipal Complex. We will then examine three leading French feminist accounts: Simone de Beauvoir's attempt to reconcile femininity and agency, Luce Irigaray's critique of Freud and Lacan and her own account of feminine subjectivity, and Julia Kristeva's use of the semiotic and her alternative account of the pre-Oedipal period. In the third part of the course, we will examine key psychoanalytic ideas from the object relations theories of Melanie Klein and Donald Winnicott, while paying close attention to their emphasis on the mother's role in child development. We will then study Nancy Chodorow's incorporation of object relations into feminist theory in her well-known book *The Reproduction of Mothering*, as well as more recent applications of Kleinian and Winnicottian ideas to feminist theory.

Instructor(s): N. Ben Moshe Terms Offered: Spring

Equivalent Course(s): PHIL 25403

GNSE 27605. U.S. Legal History. 100 Units.

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

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

Equivalent Course(s): AMER 27605, CRES 27605, HMRT 27061, LLSO 28010, HIST 27605

GNSE 27702. Gender in the Balkans through Literature and Film. 100 Units.

This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 27610, CMLT 23901, CMLT 33901, GNSE 37700, SOSL 37610

GNSE 28604. Law and Social Movements in Modern America. 100 Units.

This course traces and examines the relationship of law and social movements in the United States since 1865. We examine how lawyers and ordinary citizens have used the law to support the expansion of social, political, and economic rights in America. We also look at how the state and civic organizations have shaped and deployed law to criminalize the strategies of social reform movements and stifle dissent.

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

Equivalent Course(s): HIST 28604, HMRT 28604, LLSO 28604

GNSE 50101. Law-Philosophy Workshop. 100 Units.

This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. There are approximately four meetings in each of the three quarters. Students must therefore enroll for all three quarters.

Instructor(s): M. Nussbaum Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are admitted by permission of the two instructors.

They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.

Note(s): Students must enroll for all three quarters.

Equivalent Course(s): LAWS 61512, RETH 51301, HMRT 51301, PHIL 51200



GEOGRAPHICAL STUDIES

PROGRAM OF STUDY

The discipline of geography contributes to an understanding of society by exploring the Earth's environment and its interactions with human life, by inquiring into cultures and societies from the perspective of area study, and by investigating problems of spatial organization. The BA program in geographical studies offers a distinctive focus for general education and provides a background both for advanced specialization in the discipline and for study in other fields. Solid grounding in modern geography can lead to careers in government service, environmental consulting, marketing, publishing, planning, and teaching at all levels.

PROGRAM REQUIREMENTS

The BA degree in geographical studies calls for the satisfactory completion of eleven courses, at least eight of which must be in geographical studies. These include the orientation course (GEOG 20000 Orientation Seminar); an introduction to Geographic Information Systems/GIS (GEOG 28200 Introduction to GIS); the senior seminar (GEOG 29800 Senior Seminar); and at least eight additional geography courses, up to three of which may be in approved related fields. A BA thesis is prepared in connection with the senior seminar.

SUMMARY OF REQUIREMENTS

GEOG 20000	Orientation Seminar	100
GEOG 28200	Introduction to GIS	100
Eight additional geographical studies courses; up to three may be in approved related fields		800
GEOG 29800	Senior Seminar	100
BA thesis		
Total Units		1100

GRADING

All courses counted toward the geographical studies major must be taken for quality grades.

RESEARCH GRANTS

Geographical studies students may apply for small grants from the Ada Espenshade Wrigley Fund in support of extraordinary expenses connected with research leading to their BA thesis.

HONORS

Honors are awarded to students with an overall GPA of 3.0 or higher who submit a BA thesis that is judged to be outstanding.

AWARDS

Each year the Committee on Geographical Studies nominates fourth-year students for an Outstanding Senior in Geography Award from the Illinois Geographical Society and an Award for Excellence from the National Council for Geographic Education and the Association of American Geographers.

GEOGRAPHICAL STUDIES COURSES

GEOG 20000. Orientation Seminar. 100 Units.

This course is a review of the history and current orientations of human and environmental geography. It includes a critical review of representative pedagogic works and selected reading of recent periodical and monographic literature.

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

Note(s): Open to current and prospective geographical studies majors; open to nonmajors with consent of instructor

GEOG 20100. Cultural Geography. 100 Units.

This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.

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

Equivalent Course(s): ENST 25900, GEOG 30100

GEOG 21900. Historical Geography of the United States. 100 Units.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 31900, HIST 28800, HIST 38800

GEOG 22100. Changing America in the Twentieth Century. 100 Units.

This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required.

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

Note(s): This course offered odd years.

Equivalent Course(s): GEOG 32100, HIST 27506, HIST 37506

GEOG 22700. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

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

Equivalent Course(s): SOCI 20104,CRES 20104,GEOG 32700,SOCI 30104,SOSC 25100

GEOG 23500. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 35300

GEOG 25300. Seminar: Problems in the Human Geography of the Middle East. 100 Units.

This course includes a review and cartographic demonstration of habitat types, modes of livelihood, and ethnic distribution. Students then present reports on selected aspects of human geography.

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

GEOG 25400-25800. Ancient Landscapes I-II.

The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This class provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

GEOG 25400. Ancient Landscapes I. 100 Units.

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

Equivalent Course(s): NEAA 20061,ANTH 26710

GEOG 25800. Ancient Landscapes II. 100 Units.

Instructor(s): S. Branting Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): NEAA 20062,ANTH 26711

GEOG 25500. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): BIOS 23406,ENST 25500,EVOL 45500,GEOG 35500

GEOG 25800. Ancient Landscapes II. 100 Units.

Instructor(s): S. Branting Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): NEAA 20062,ANTH 26711

GEOG 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

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

Note(s): This course offered in odd years.

Equivalent Course(s): ENST 26100,GEOG 36100,HIST 28900,HIST 38900

GEOG 26300. The Chinese Environment. 100 Units.

This course explores the changing interrelationship between humans and the physical environment in China. We begin by dealing with physical geography and the country's resource base. We then consider the human response to the opportunities offered by China's physical environment. Finally, we shift our emphasis to environmental problems. Students are required to attend both sessions.

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

Equivalent Course(s): ENST 26300,GEOG 36300

GEOG 26600. Economics of Urban Policies. 100 Units.

This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.

Instructor(s): G. Tolley, J. Felkner Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 26600,GEOG 36600,LLSO 26202,PBPL 24500

GEOG 28200. Introduction to GIS. 100 Units.

This course introduces students to the concepts and applications of geographic information systems (GIS). The course provides a basic foundation of spatial analysis and GIS with laboratory applications in particular techniques and methodology utilizing ESRI's ArcGIS 10. Students will learn to perform spatial analyses and communicate their results through cartography, along with introduction to such concepts as spatial data collection, remote sensing, and database design.

Instructor(s): T. Schuble Terms Offered: Autumn

Equivalent Course(s): GEOG 38200

GEOG 28400. Intermediate GIS. 100 Units.

This course covers the development of cartographic and computer-based geographic information system techniques applicable to student research topics.

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

Prerequisite(s): GEOG 28200, GEOG 38200

Equivalent Course(s): GEOG 38400

GEOG 28600. Advanced GIS Analysis. 100 Units.

This course will cover advanced spatial methodology and concepts through GIS such as measures of central tendency, pattern analysis, spatial relationship definition, and spatial regression using ArcGIS and various OpenSource GIS software packages. Other subjects will demonstrate building complex spatial models and identifying situations where application and automation of complex spatial models and methods should be applied, and how the automation is implemented through Python scripting.

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

Prerequisite(s): GEOG 28400, GEOG 38400

GEOG 28800. History of Cartography. 100 Units.

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

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

Equivalent Course(s): GEOG 38800

GEOG 29100. Undergraduate Tutorial. 100 Units.

This course is intended for individual study of selected geographical problems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor.

Note(s): Available for either quality grades or for P/F grading.

GEOG 29300. Readings in Geographic Literature in French. 100 Units.

Instructor(s): M. Mikesell Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Reading knowledge of French and consent of instructor.

Note(s): Available for either quality grades or for P/F grading.

GEOG 29400. Readings in Nature and Culture. 100 Units.

This independent reading option is an opportunity for research and discussion on the logic and pathology revealed in evidence of the human use and misuse of the Earth.

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

Prerequisite(s): GEOG 20001 or consent of instructor.

GEOG 29500. Readings in Culture and Nationality. 100 Units.

This independent reading option is devoted to the role of language and religion in the integration of nation-states and to examples of cultural dissidence and cultural conflict.

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

Prerequisite(s): GEOG 20000 or consent of instructor.

GEOG 29700. Readings in Special Topics in Geography. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor.

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

GEOG 29800. Senior Seminar. 100 Units.

This course is designed for development of the BA thesis.

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

Prerequisite(s): Open to students with fourth-year standing who are majoring in geographical studies.

Note(s): Must be taken for a quality grade.

GEOG 30100. Cultural Geography. 100 Units.

This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.

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

Equivalent Course(s): GEOG 20100,ENST 25900

GEOG 31900. Historical Geography of the United States. 100 Units.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 21900,HIST 28800,HIST 38800

GEOG 32100. Changing America in the Twentieth Century. 100 Units.

This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption.

Two-day weekend field trip to the Mississippi River required.

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

Note(s): This course offered odd years.

Equivalent Course(s): GEOG 22100,HIST 27506,HIST 37506

GEOG 32700. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

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

Equivalent Course(s): SOCI 20104,CRES 20104,GEOG 22700,SOCI 30104,SOSC 25100

GEOG 35300. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 23500

GEOG 35500. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): BIOS 23406,ENST 25500,EVOL 45500,GEOG 25500

GEOG 36100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

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

Note(s): This course offered in odd years.

Equivalent Course(s): GEOG 26100,ENST 26100,HIST 28900,HIST 38900

GEOG 36600. Economics of Urban Policies. 100 Units.

This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.

Instructor(s): G. Tolley, J. Felkner Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 26600,GEOG 26600,LLSO 26202,PBPL 24500

GEOG 38200. Introduction to GIS. 100 Units.

This course introduces students to the concepts and applications of geographic information systems (GIS). The course provides a basic foundation of spatial analysis and GIS with laboratory applications in particular techniques and methodology utilizing ESRI's ArcGIS 10. Students will learn to perform spatial analyses and communicate their results through cartography, along with introduction to such concepts as spatial data collection, remote sensing, and database design.

Instructor(s): T. Schuble Terms Offered: Autumn

Equivalent Course(s): GEOG 28200

GEOG 38400. Intermediate GIS. 100 Units.

This course covers the development of cartographic and computer-based geographic information system techniques applicable to student research topics.

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

Prerequisite(s): GEOG 28200, GEOG 38200

Equivalent Course(s): GEOG 28400

GEOG 38800. History of Cartography. 100 Units.

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

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

Equivalent Course(s): GEOG 28800

GEOG 42400. Urban Landscapes as Social Text. 100 Units.

This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework.

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

Prerequisite(s): Advanced standing and consent of instructor.

Equivalent Course(s): SOCI 30303



GEOPHYSICAL SCIENCES

PROGRAM OF STUDY

The Department of the Geophysical Sciences (GEOS) offers unique programs of study in the earth, atmospheric, and planetary sciences. Topics include the physics, chemistry, and dynamics of the atmosphere, oceans, and ice sheets; past and present climate change; the origin and history of the Earth, moon, and meteorites; properties of the deep interior of the Earth and the dynamics of crustal movements; and the evolution and geography of life and the Earth's surface environments through geologic time. These multidisciplinary topics require an integrated approach founded on mathematics, physics, chemistry, and biology.

Both the BA and BS programs prepare students for careers that draw upon the earth, atmospheric, and planetary sciences. However, the BS degree provides a more focused and intensive program of study for students who intend to pursue graduate work in these disciplines. The BA degree also offers thorough study in the geophysical sciences, but it provides a wide opportunity for elective freedom to pursue interdisciplinary interests, such as environmental policy, law, medicine, business, and precollege education.

PROGRAM REQUIREMENTS

The principal distinction between the BA and BS programs is the number of 20000-level courses required for the major and their distribution among subdisciplines. Students are advised, but not required, to complete GEOS courses at the 13000 level in their first or second year.

PROGRAM REQUIREMENTS FOR THE BA IN GEOPHYSICAL SCIENCES

Candidates for the BA in Geophysical Sciences begin their program of study with GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. Students are strongly encouraged to take these classes before their third year. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

Students must also complete one year of chemistry (CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or equivalent), one year of physics (PHYS 12100-12200-12300 General Physics I-II-III or higher), one year of calculus (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), and BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

A minimum of six additional 20000-level science courses are required. At least four must be from the Earth Sciences (List A). Up to two may be chosen from Support Courses for the Earth Sciences (List C). Up to two may be chosen from Mathematics and Statistics Courses (List F). One may be a field course.

Summary of Requirements for the BA in Geophysical Sciences

General Education

CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II (or equivalent) *	200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or higher) *	200
BIOS 20197	Evolution and Ecology **	100
BIOS 20198	Biodiversity **	100
Total Units		600

Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	100
PHYS 12100-12200-12300	General Physics I and General Physics II and General Physics III (or higher) *	300
GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
MATH 13300	Elementary Functions and Calculus III (or higher) *	100
One Mathematics or Statistics course (List F)		100
Six courses in 20000-level science †		600
Total Units		1500

* Credit may be granted by examination.

** Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

† At least four courses must be from List A, and up to two courses may be from List C and/or List F.

PROGRAM REQUIREMENTS FOR THE BS IN GEOPHYSICAL SCIENCES

Candidates for the BS in Geophysical Sciences begin their program of study with GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. Students are strongly encouraged to take these classes before their third year. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

Students must also complete one year of chemistry (CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or equivalent), one year of physics (PHYS 12100-12200-12300 General Physics I-II-III or higher), at least one year of calculus (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), and BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

A minimum of eight additional 20000-level science courses are required. At least three must be from the Geophysical Sciences (List A). Up to three may be chosen from Support Courses for the Geophysical Sciences (List C). Up to two may be from Mathematics and Statistics Courses (List F). One may be a field course. One may be GEOS 29700 Reading and Research in the Geophysical Sciences.

Summary of Requirements for the BS in Geophysical Sciences

General Education

CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II (or equivalent) *	200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or higher) *	200
BIOS 20197	Evolution and Ecology **	100
BIOS 20198	Biodiversity **	100
Total Units		600

Major

CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	100
PHYS 12100-12200-12300	General Physics I and General Physics II and General Physics III (or higher) *	300
GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
MATH 13300	Elementary Functions and Calculus III (or higher) *	100
Two Mathematics or Statistics courses from List F		200
Eight courses in 20000-level science †		800
Total Units		1800

* Credit may be granted by examination.

** Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

† At least three courses must be from List A, up to three courses may be from List C, and up to two courses may be from List F.

PROGRAM REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

For information about the BS in Environmental Science, see the Environmental Science (p. 520) page of this catalog.

GRADING

Students majoring in geophysical sciences must receive quality grades in all courses taken to meet requirements in the major.

HONORS

The BA or BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences. GEOS 29700 Reading and Research in the Geophysical Sciences can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade. The research paper must be completed by eighth week of the quarter in which the student will graduate.

Students who wish to submit a single paper to meet the honors requirement in geophysical sciences and the BA paper requirement in another major should discuss their proposals with both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

FIELD TRIPS AND FIELD COURSES

The department typically sponsors several trips each year that range in length from one day to five weeks. Destinations of trips have included areas as far afield as Newfoundland; the Canadian Rockies; Baja, California; the Caribbean; Italy; and Iceland. The longer trips are designed as undergraduate field courses:

GEOS 29001	Field Course in Geology	100
GEOS 29002	Field Course in Modern and Ancient Environments	100
GEOS 29003	Field Course in Oceanography	100
GEOS 29004	Field Course in Glaciology	100
GEOS 29005	Field Course in Environmental Science	100

Most of the shorter trips are mostly scheduled in connection with undergraduate and graduate lecture courses. However, the trips are open to all students and faculty if space permits.

SAMPLE BS PROGRAMS

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Chemistry of Atmosphere and Ocean

CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300
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GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
GEOS 24600	Laboratory Course on Weather and Climate	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200

Environmental Geochemistry

BIOS 20191	Cell and Molecular Biology	100
CHEM 26200-26300	Thermodynamics and Chemical Kinetics and Dynamics	200
GEOS 21000	Introduction to Mineralogy	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 28300	Principles of Stratigraphy	100
MATH 21100	Basic Numerical Analysis	100
STAT 23400	Statistical Models and Methods	100

Geochemistry

CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300
GEOS 21000	Introduction to Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 23800	Global Biogeochemical Cycles	100
MATH 20000	Mathematical Methods for Physical Sciences I	100
STAT 23400	Statistical Models and Methods	100

Geophysics

GEOS 21000	Introduction to Mineralogy	100
GEOS 21200	Physics of the Earth	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100
GEOS 28100	Global Tectonics	100
MATH 20000	Mathematical Methods for Physical Sciences I	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100

PHYS 22700	Intermediate Electricity and Magnetism II	100
STAT 23400	Statistical Models and Methods	100
Paleontology		
BIOS 22243	Biomechanics of Organisms	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
GEOS 21000	Introduction to Mineralogy	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26400	Principles of Paleontology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28300	Principles of Stratigraphy	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100
Physics of Climate		
GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23900	Environmental Chemistry	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
GEOS 24600	Laboratory Course on Weather and Climate	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200
MATH 21100	Basic Numerical Analysis	100
PHYS 18500	Intermediate Mechanics	100
PHYS 19700	Statistical and Thermal Physics	100
Structure/Tectonics		
GEOS 21000	Introduction to Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
MATH 20000	Mathematical Methods for Physical Sciences I	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
STAT 23400	Statistical Models and Methods	100

LISTS OF COURSES A–F

List A: Geophysical Sciences Courses

GEOS 21000	Introduction to Mineralogy	100
GEOS 21005	Mineral Science	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 22040	Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals	100
GEOS 22050	Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets	100
GEOS 22200	Geochronology	100
GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 23205	Introductory Glaciology	100
GEOS 23400	Global Warming: Understanding the Forecast	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
GEOS 24600	Laboratory Course on Weather and Climate	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26400	Principles of Paleontology	100
GEOS 26600	Geobiology	100
GEOS 27000	Evolutionary History of Terrestrial Ecosystems	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
GEOS 28300	Principles of Stratigraphy	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100
Field Courses in Geophysical Sciences		
GEOS 29001	Field Course in Geology	
GEOS 29002	Field Course in Modern and Ancient Environments	
GEOS 29003	Field Course in Oceanography	

List B: Environmental Sciences Courses

Geophysical Sciences

GEOS 21000	Introduction to Mineralogy	100
GEOS 23200	Climate Dynamics of the Earth and Other Planets	100
GEOS 23205	Introductory Glaciology	100
GEOS 23400	Global Warming: Understanding the Forecast	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 24500	The Atmosphere and Ocean in Motion	100
GEOS 24600	Laboratory Course on Weather and Climate	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
GEOS 26600	Geobiology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100

Biological Sciences*

BIOS 20196	Ecology and Conservation	100
BIOS 22244	Introduction to Invertebrate Biology	100
BIOS 23232	Ecology and Evolution in the Southwest	100
BIOS 23266	Evolutionary Adaptation	100
BIOS 23289	Marine Ecology	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100
BIOS 23280	Genetically Modified Organisms	

Field Courses in Environmental Sciences

GEOS 29005	Field Course in Environmental Science	100
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* GeoSci majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

List C: Support Courses for the Geophysical Sciences

Biological Sciences*

BIOS 20191	Cell and Molecular Biology	100
BIOS 20194	Developmental Biology	100
BIOS 20196	Ecology and Conservation	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 21208	Fundamentals of Molecular Biology	100
BIOS 22243	Biomechanics of Organisms	100
BIOS 22244	Introduction to Invertebrate Biology	100

BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

* Excluding courses used to meet the general education requirement for the biological sciences

Chemistry

CHEM 20100-20200	Inorganic Chemistry I and Inorganic Chemistry II	200
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	300
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	300
CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300

Physics

PHYS 18500	Intermediate Mechanics	100
PHYS 19700	Statistical and Thermal Physics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22700	Intermediate Electricity and Magnetism II	100
PHYS 22600	Electronics	100

List D: Support Courses for the Environmental Sciences

Chemistry

CHEM 20100-20200	Inorganic Chemistry I and Inorganic Chemistry II	200
CHEM 22000-22100-22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	300
CHEM 23000-23100-23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	300
CHEM 26100-26200-26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300

Biological Sciences

BIOS 2018x or 2019x series†		
BIOS 20200	Introduction to Biochemistry	100

BIOS 20242	Principles of Physiology	100
BIOS 21208	Fundamentals of Molecular Biology	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

† Excluding courses used to meet the general education requirement for the biological sciences.

Ecology and Evolution

BIOS 23252	Field Ecology	100
BIOS 23254	Mammalian Ecology	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	100
BIOS 23289	Marine Ecology	100

List E: Support Courses for the Environmental Social Sciences

Environmental Studies

ENST 24102	Environmental Politics	100
ENST 29000	Energy and Energy Policy	100

Public Policy

PBPL 21800	Economics and Environmental Policy	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100

Economics

ECON 19800	Introduction to Microeconomics	100
ECON 19900	Introduction to Macroeconomics	100
ECON 26500	Environmental Economics	100

Harris School of Public Policy Studies*

PPHA 38900	Environmental Science and Policy	100
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* These courses expect intermediate-level proficiency in microeconomics, statistics, and econometrics.

List F: Support Courses for Mathematics and Statistics

Geophysical Sciences

GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100
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Mathematics

MATH 19620	Linear Algebra	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II	200
MATH 20300	Analysis in R^n I	100
MATH 20400	Analysis in R^n II	100
MATH 20500	Analysis in R^n III	100
MATH 21100	Basic Numerical Analysis	100
MATH 22000	Introduction to Mathematical Methods in Physics	100

MATH 27000	Basic Complex Variables	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 38300	Numerical Solutions to Partial Differential Equations	100
Physics		
PHYS 22100	Mathematical Methods in Physics	100
Statistics		
Any course in statistics at the 22000 level or higher. Some recommendations follow:		
STAT 22000	Statistical Methods and Applications	100
or STAT 23400	Statistical Models and Methods	
STAT 22400	Applied Regression Analysis	100
STAT 24400-24500	Statistical Theory and Methods I and Statistical Theory and Methods II	200
STAT 26100	Time Dependent Data	100
Computing		
CMSC 28510	Introduction to Scientific Computing	100
CMSC 34200	Numerical Hydrodynamics	100

GEOPHYSICAL SCIENCES COURSES

GEOS 13100. Physical Geology. 100 Units.

This course introduces plate tectonics; the geologic cycle; and the internal and surface processes that make minerals and rocks, as well as that shape the scenery. (L)
Instructor(s): A. Campbell Terms Offered: Autumn

GEOS 13200. Earth History. 100 Units.

This course covers the paleogeographic, biotic, and climatic development of the Earth. (L)

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

Prerequisite(s): GEOS 13100 or consent of instructor

GEOS 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

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

Prerequisite(s): MATH 13200 or consent of instructor

Equivalent Course(s): ENST 13300

GEOS 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L)

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.

Equivalent Course(s): PHSC 13400,ENST 12300

GEOS 21000. Introduction to Mineralogy. 100 Units.

This course covers structure, chemical composition, stability, and occurrence of major rock-forming minerals. Labs concentrate on mineral identification with the optical microscope. (L)

Instructor(s): L. Grossman Terms Offered: Autumn

Prerequisite(s): CHEM 11100-11200-11300 or equivalent

GEOS 21005. Mineral Science. 100 Units.

This course examines the relationship between the structure of minerals, their chemistry, and their physical properties. Topics include crystallography, defect properties, phase transitions, and analytical tools, followed by detailed study of specific mineral groups.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 21000 or consent of instructor.

Equivalent Course(s): GEOS 31005

GEOS 21100. Introduction to Petrology. 100 Units.

Students in this course learn how to interpret observable geological associations, structures, textures, and mineralogical and chemical compositions of rocks so as to develop concepts of how they form and evolve. Our theme is the origin of granitic continental crust on the only planet known to have oceans and life. Igneous, sedimentary, and metamorphic rocks; ores; and waste disposal sites are reviewed. (L)

Instructor(s): N. Dauphas Terms Offered: Spring

Prerequisite(s): GEOS 21000

GEOS 21200. Physics of the Earth. 100 Units.

This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)

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

Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.

Equivalent Course(s): GEOS 31200

GEOS 21205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.

This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

Instructor(s): D. MacAyeal Terms Offered: Autumn

Equivalent Course(s): GEOS 31205

GEOS 21400. Thermodynamics and Phase Change. 100 Units.

This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.

Equivalent Course(s): GEOS 31400

GEOS 22000. Origin and Evolution of the Solar System. 100 Units.

Representative topics include abundance and origin of the elements; formation, condensation, and age of the solar system; meteorites and the historical record of the solar system they preserve; comets and asteroids; the planets and their satellites; temperatures and atmospheres of the planets; and the origin of the Earth's lithosphere, hydrosphere, atmosphere, and biosphere. (L)

Instructor(s): L. Grossman Terms Offered: Winter

Prerequisite(s): Consent of instructor required; knowledge of physical chemistry recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): ASTR 21300

GEOS 22040. Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals. 100 Units.

This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

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

Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 32040

GEOS 22050. Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets. 100 Units.

This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.

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

Prerequisite(s): Consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 32050

GEOS 22200. Geochronology. 100 Units.

This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin).

Instructor(s): N. Dauphas Terms Offered: Autumn

Prerequisite(s): Background in college-level geology, physics, and mathematics.

Equivalent Course(s): GEOS 32200

GEOS 23200. Climate Dynamics of the Earth and Other Planets. 100 Units.

Prior programming experience helpful but not required. This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. (L)

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

Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.

Note(s): Prior programming experience helpful but not required.

Equivalent Course(s): GEOS 33200

GEOS 23205. Introductory Glaciology. 100 Units.

The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences and related fields as well as graduate students considering research in glaciology and climate dynamics. (L)

Instructor(s): D. MacAyeal Terms Offered: Winter

Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.

Equivalent Course(s): GEOS 33205

GEOS 23400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. Lectures are shared with PHSC 13400, but students enrolled in GEOS 23400 are required to write an individual research term paper. (L)

Instructor(s): D. Archer Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required.

Note(s): Some knowledge of chemistry or physics helpful.

GEOS 23800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, with emphasis on biological and geological processes, their assembly into self-regulating systems, and their potential sensitivity to anthropogenic or other perturbations. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, sulfur, and silicon are discussed, as well as fundamentals of the processes of weathering, sediment diagenesis, and isotopic fractionation. What is known about the biogeochemistry of the Earth through geologic time is also presented.

Instructor(s): D. Archer Terms Offered: not offered 2013-2014

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 33800

GEOS 23805. Stable Isotope Biogeochemistry. 100 Units.

Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth's atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.

Instructor(s): A. Colman Terms Offered: Winter

Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor

Equivalent Course(s): GEOS 33805

GEOS 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. (L)

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): ENST 23900, GEOS 33900

GEOS 24500. The Atmosphere and Ocean in Motion. 100 Units.

The motion of the atmosphere and ocean not only affects daily weather conditions but is also critical in maintaining the habitable climate of our planet. This course teaches: (1) observed patterns of large-scale circulation of the atmosphere and ocean; (2) physical principles that drive the observed circulation; (3) transport of heat, angular momentum, and other quantities; and (4) climate variability and predictability. The lectures are supplemented by problem sets and a computer lab project.

Instructor(s): N. Nakamura Terms Offered: Spring

Prerequisite(s): GEOS 13300 or equivalent, and calculus

Equivalent Course(s): GEOS 34500

GEOS 24600. Laboratory Course on Weather and Climate. 100 Units.

Working in groups, students gain hands-on experience in designing, implementing, and analyzing experiments concerning the principles of rotating fluids that underlie weather and climate.

Instructor(s): N. Nakamura Terms Offered: Spring

Equivalent Course(s): GEOS 34600

GEOS 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production).

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

Prerequisite(s): Knowledge of physics or consent of instructor

Equivalent Course(s): ENST 24705, GEOS 34705

GEOS 25400. Introduction to Numerical Techniques for the Geophysical Sciences. 100 Units.

This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming—programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.

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

Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.

Equivalent Course(s): GEOS 35400

GEOS 26300. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups.

Instructor(s): M. Webster L. Terms Offered: Autumn

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in biological sciences only; Completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): BIOS 23261, EVOL 32400, GEOS 36300

GEOS 26400. Principles of Paleontology. 100 Units.

The focus of this course is on the nature of the fossil record, the information it provides on patterns and processes of evolution through geologic time, and how it can be used to solve geological and biological problems. Lectures cover the principles of paleontology (e.g., fossilization, classification, morphologic analysis and interpretation, biostratigraphy, paleoecology, macroevolution); labs are systematic, introducing major groups of fossil invertebrates. (L)

Instructor(s): M. Foote Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 13100-13200, or completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): BIOS 23255, EVOL 32300, GEOS 36400

GEOS 26600. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer Terms Offered: Spring

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): GEOS 36600

GEOS 27000. Evolutionary History of Terrestrial Ecosystems. 100 Units.

This seminar course covers the evolution of terrestrial ecosystems from their Paleozoic assembly through to the modern world. The fossil history of plant, vertebrate, invertebrate, and fungal lineages are covered, as well as the diversification of their ecological interactions. The influence of extinction events and important extrinsic factors (e.g., geography, climate, atmospheric composition) also are considered.

Instructor(s): C. K. Boyce Terms Offered: Spring

Equivalent Course(s): GEOS 37000, EVOL 32500

GEOS 28000. Introduction to Structural Geology. 100 Units.

This course explores the deformation of the Earth materials primarily as observed in the crust. We emphasize stress and strain and their relationship to incremental and finite deformation in crustal rocks, as well as techniques for inferring paleostress and strain in deformed crustal rocks. We also look at mesoscale to macroscale structures and basic techniques of field geology in deformed regions.

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38000

GEOS 28100. Global Tectonics. 100 Units.

This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100 or consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38100

GEOS 28300. Principles of Stratigraphy. 100 Units.

This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)

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

Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38300

GEOS 29001. Field Course in Geology. 100 Units.

Students in this course visit classic locations to examine a wide variety of geological environments and processes, including active tectonics, ancient and modern sedimentary environments, and geomorphology.

Terms Offered: Summer, Autumn

Prerequisite(s): GEOS 13100-13200 and consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.

Equivalent Course(s): GEOS 39002

GEOS 29003. Field Course in Oceanography. 100 Units.

Students in this course spend roughly a week sailing a tall ship from the SEA education program, learning oceanographic sampling techniques and data interpretation as well as principles of navigation and seamanship.

Terms Offered: Spring, Summer

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29004. Field Course in Glaciology. 100 Units.

Instructor(s): D. MacAyeal Terms Offered: not offered 2012-2013

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29005. Field Course in Environmental Science. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and departmental counselor

Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.

GEOS 30200. Introduction to Research in the Geophysical Sciences. 100 Units.

This course is mandatory for all incoming graduate students in the department. Its purpose is to introduce the faculty's current research themes/areas and to familiarize incoming graduate students with research areas they might contemplate for further specialization. Lectures are presented by individual faculty on either 1) a general survey of a research area, or 2) a specialized topic of interest. Student activity varies from year to year and is based on a combination of oral and written presentations.

Instructor(s): Staff Terms Offered: Autumn

GEOS 30500. Topics in the Geophysical Sciences. 100 Units.

This course is offered from time-to-time as a means of covering topics that are generally not covered by regularly offered courses in the curriculum. Students should consult with appropriate faculty regarding opportunities to take this course when the situation arises.

Instructor(s): Staff

GEOS 31005. Mineral Science. 100 Units.

This course examines the relationship between the structure of minerals, their chemistry, and their physical properties. Topics include crystallography, defect properties, phase transitions, and analytical tools, followed by detailed study of specific mineral groups.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 21000 or consent of instructor.

Equivalent Course(s): GEOS 21005

GEOS 31200. Physics of the Earth. 100 Units.

This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)

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

Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.

Equivalent Course(s): GEOS 21200

GEOS 31205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.

This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

Instructor(s): D. MacAyeal Terms Offered: Autumn

Equivalent Course(s): GEOS 21205

GEOS 31400. Thermodynamics and Phase Change. 100 Units.

This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.

Instructor(s): A. Campbell Terms Offered: not offered 2013-2014

Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.

Equivalent Course(s): GEOS 21400

GEOS 31500. Mineral Physics. 100 Units.

The application of physics at the microscopic level to geologic and geophysical problems. Topics: vibrational, electric and transport properties of minerals.

Instructor(s): D. Heinz

Prerequisite(s): 2 yrs. math beyond calculus; 1 year physical chemistry or 1 year of both physics and chemistry; general geology, general geophysics and mineralogy, petrology or equivalent

GEOS 32040. Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals. 100 Units.

This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

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

Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 22040

GEOS 32050. Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets. 100 Units.

This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.

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

Prerequisite(s): Consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 22050

GEOS 32060. What Makes a Planet Habitable? 100 Units.

This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the formation of planets around stars and the delivery of water, to the formation of atmospheres, climate dynamics, and the conditions that allow for the development of life and the evolution of complex life. Students will be responsible for reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion.

Instructor(s): D. Abbot, F. Ciesla Terms Offered: Winter

Equivalent Course(s): ASTR 45900

GEOS 32200. Geochronology. 100 Units.

This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin).

Instructor(s): N. Dauphas Terms Offered: Autumn

Prerequisite(s): Background in college-level geology, physics, and mathematics.

Equivalent Course(s): GEOS 22200

GEOS 32300. Cosmochemistry. 100 Units.

Chemical, mineralogical, and petrographic classifications of meteorites. Topics include: abundances of the elements, origin of the elements and stellar evolution, the interstellar medium and formation of the solar nebula, condensation of the solar system, chemical fractionations in meteorites and planets, age of the solar system, extinct radionuclides in meteorites, isotope anomalies.

Instructor(s): L. Grossman Terms Offered: Winter

Note(s): This course is offered in alternate years.

GEOS 32700. Analytical Techniques in Geochemistry. 100 Units.

Measurement of the isotopic and chemical compositions of solar system materials involves a wide variety of analytical techniques. In this course, we will review the major types of instrumentation used in modern laboratories. The goal is not to produce experts in the operation of each instrument, but rather that everyone gain an appreciation for how instruments work and what the capabilities and limitations are for each kind of instrument.

Instructor(s): A. Davis

GEOS 32705. Analytical Techniques. 100 Units.

Theory and practice of analytical techniques.

Instructor(s): I. Steele

GEOS 33200. Climate Dynamics of the Earth and Other Planets. 100 Units.

Prior programming experience helpful but not required. This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. (L)

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

Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.

Note(s): Prior programming experience helpful but not required.

Equivalent Course(s): GEOS 23200

GEOS 33205. Introductory Glaciology. 100 Units.

The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences and related fields as well as graduate students considering research in glaciology and climate dynamics. (L)

Instructor(s): D. MacAyeal Terms Offered: Winter

Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.

Equivalent Course(s): GEOS 23205

GEOS 33300. Advanced Topics in Climate Dynamics. 100 Units.

Topics will vary yearly, and will be drawn from the following, among others: real gas infrared radiative transfer; the surface energy balance of planets; radiative-convective models; data analysis of Earth and planetary climate data; 1D energy balance models; models of long term geochemical and physical evolution of atmospheres.

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

Prerequisite(s): GEOS 23200 or equivalent

GEOS 33800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, with emphasis on biological and geological processes, their assembly into self-regulating systems, and their potential sensitivity to anthropogenic or other perturbations. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, sulfur, and silicon are discussed, as well as fundamentals of the processes of weathering, sediment diagenesis, and isotopic fractionation. What is known about the biogeochemistry of the Earth through geologic time is also presented.

Instructor(s): D. Archer Terms Offered: not offered 2013-2014

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 23800

GEOS 33805. Stable Isotope Biogeochemistry. 100 Units.

Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth's atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.

Instructor(s): A. Colman Terms Offered: Winter

Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor

Equivalent Course(s): GEOS 23805

GEOS 33900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. (L)

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): GEOS 23900, ENST 23900

GEOS 34100. Fundamentals of Fluid Mechanics. 100 Units.

This course provides an introduction to concepts and phenomenology of fluid mechanics of newtonian fluids. Classroom demonstrations are coupled with analytical treatment of equations of motion and their approximations. Topics include (1) pressure and stress, (2) Bernoulli's theorem, (3) vorticity and turbulence, (4) surface and internal waves, (5) effects of rotation and gravity on stability, (6) spin up. The lectures are supplemented by problem sets. Commands of vector calculus are highly desirable.

Instructor(s): N. Nakamura

Prerequisite(s): Classical mechanics and vector calculus

GEOS 34105. Dynamics of Viscous Fluids. 100 Units.

This course is offered on an occasional basis, and deals with the thermomechanical properties and behavior of ideal viscous fluids, with applications in special areas of geophysical fluid dynamics, particularly glaciology and mantle isostasy. Topics to be covered include: constitutive descriptions of ideal and non ideal fluids, compressible and incompressible fluids, coulomb failure laws, plastic approximations, kinematics of flow fields, strain and strain rate tensors, equations governing the balance of momentum and energy, stress tensor, Navier Stokes equations, Stokesian flows, non Newtonian constitutive laws and laminar/turbulent transitions. Special cases of fluid flow will be examined, including irrotational and incompressible flow, Bernoulli's theorem for inviscid fluids, jets, wakes and flow past rigid boundaries. Special boundary conditions will be examined, including both dynamic and kinematic. Geophysical applications in 2005 ranged across the basics of glaciological flow systems, including classical Nye/Vialov icesheet flow, ice shelf flow and basal sliding. Readings will include chapters from G.K. Batchelor's *An Introduction to Fluid Dynamics* and occasional classical journal articles in glaciology.

Instructor(s): D. MacAyeal

GEOS 34200. Geophysical Fluid Dynamics. 100 Units.

Theoretical foundation for understanding the large scale flow patterns in the Earth's atmosphere and ocean. Topics include: The governing equations for fluids on a rotating sphere under gravity; basic conservation properties; linear wave dynamics and geostrophic adjustment; quasigeostrophic dynamics with Ekman friction; effects of isolated mountains on the general circulation of the atmosphere; two layer model of baroclinic instability and implications to storm organization; wind driven ocean circulation.

Instructor(s): N. Nakamura

Prerequisite(s): One quarter of fluid mechanics in any discipline or consent of instructor.

GEOS 34400. Topics in Geophysical Fluid Dynamics. 100 Units.

This course teaches science and art of numerical modeling at an elementary level. Classroom discussions on mathematical principles will be supplemented by a series of actual coding assignments. (Command of a programming language is assumed; this is not a course on programming.) It is our goal that at the end of the course each student will have coded a working copy of shallow water model on a rotating sphere (and do science with it). Prereq: Calculus, working knowledge of Fourier Transform and of a programming language (C, Fortran, IDL, etc.), access to a computer with a compiler and runtime environment. No previous experience in fluid dynamics is necessary, although this course alone does not fully prepare one to become a fluid dynamicist.

Instructor(s): N. Nakamura

GEOS 34500. The Atmosphere and Ocean in Motion. 100 Units.

The motion of the atmosphere and ocean not only affects daily weather conditions but is also critical in maintaining the habitable climate of our planet. This course teaches: (1) observed patterns of large-scale circulation of the atmosphere and ocean; (2) physical principles that drive the observed circulation; (3) transport of heat, angular momentum, and other quantities; and (4) climate variability and predictability. The lectures are supplemented by problem sets and a computer lab project.

Instructor(s): N. Nakamura Terms Offered: Spring

Prerequisite(s): GEOS 13300 or equivalent, and calculus

Equivalent Course(s): GEOS 24500

GEOS 34505. Dynamics of the Stratosphere. 100 Units.

Focus on the vertical structure of the Earth's atmosphere due to compressibility and radiative heating, and its consequences on the dynamics, particularly of the stratosphere. Emphasis is placed more on the underlying physics than on the mere phenomenology of the stratosphere.

Instructor(s): N. Nakamura

Prerequisite(s): GEOS 34200 or equivalent

GEOS 34510. Topics in Atmospheric Science. 100 Units.

Topics of current interest in atmospheric science, with a particular emphasis on issues arising in recent publications. Topics covered have included: tropical circulations, cloud climate feedbacks, and dynamics of the stratosphere.

Instructor(s): Staff

Prerequisite(s): consent of instructor

GEOS 34600. Laboratory Course on Weather and Climate. 100 Units.

Working in groups, students gain hands-on experience in designing, implementing, and analyzing experiments concerning the principles of rotating fluids that underlie weather and climate.

Instructor(s): N. Nakamura Terms Offered: Spring

Equivalent Course(s): GEOS 24600

GEOS 34705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production).

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

Prerequisite(s): Knowledge of physics or consent of instructor

Equivalent Course(s): GEOS 24705, ENST 24705

GEOS 34800. Radiation Transfer Theory. 100 Units.

Develops the theory of radiation emission, absorption, and scattering by planetary atmospheres. Emphasis on the derivation and solution of the radiative transfer equation for plane parallel, horizontally homogeneous atmospheres.

Instructor(s): J. Frederick, R. Pierrehumbert

Prerequisite(s): Advanced undergraduate level knowledge of electromagnetic theory, atomic structure, and differential equations.

GEOS 35400. Introduction to Numerical Techniques for the Geophysical Sciences. 100 Units.

This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming—programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.

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

Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.

Equivalent Course(s): GEOS 25400

GEOS 35500. Mathematical Methods for the Earth Sciences. 100 Units.

This course is intended to be a brief introduction to mathematical methods that may be of use in the Earth Sciences. The focus will be on building physical intuition and practical problem solving. Students may solve problems analytically, or write numerical codes to solve them.

Instructor(s): D. Abbot Terms Offered: Spring

GEOS 36000. Morphometrics. 100 Units.

This graduate-level course serves as an introduction to the field of morphometrics (the analysis of organismal shape). Quantitative exploratory and confirmatory techniques involving both traditional (length-based) and geometric (landmark-based) summaries of organismal shape are introduced in a series of lectures and practical exercises. Emphasis is placed on the application of morphometric methods to issues such as (but not restricted to) quantification of intraspecific variability, interspecific differences, disparity, ontogenetic growth patterns (allometry), and phylogenetic changes in morphology. Relevant statistical and algebraic operations are explained assuming no prior background. Students are required to bring personal laptop computers, and are expected to acquire and analyze their own data sets during the course.

Instructor(s): M. Webster

Equivalent Course(s): EVOL 36700

GEOS 36200. Evolution and the Fossil Record. 100 Units.

This course serves as an introduction to the practical and theoretical issues involved in obtaining primary systematic data from the fossil record, and demonstrates the criticality of such data to the rigorous documentation and interpretation of evolutionary patterns. Precise topics of the seminar discussions will vary from year to year depending on relevance to student research projects and interest, but are likely to focus on issues such as (but not restricted to) practical techniques in specimen-based paleontology (including fossil preparation and photography), species delimitation (including species concepts, variability, and ecophenotypy), stratigraphic/geographic range determination (including biostratigraphic correlation), phylogeny reconstruction (including the relevance of stratigraphic data), and the importance of these topics to broader macroevolutionary issues such as diversity/disparity dynamics and the determination of evolutionary trends, rates and processes.

Instructor(s): M. Webster

Equivalent Course(s): EVOL 46200

GEOS 36300. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups.

Instructor(s): M. Webster L. Terms Offered: Autumn

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in biological sciences only; Completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): GEOS 26300, BIOS 23261, EVOL 32400

GEOS 36400. Principles of Paleontology. 100 Units.

The focus of this course is on the nature of the fossil record, the information it provides on patterns and processes of evolution through geologic time, and how it can be used to solve geological and biological problems. Lectures cover the principles of paleontology (e.g., fossilization, classification, morphologic analysis and interpretation, biostratigraphy, paleoecology, macroevolution); labs are systematic, introducing major groups of fossil invertebrates. (L)

Instructor(s): M. Foote Terms Offered: not offered 2013-2014

Prerequisite(s): GEOS 13100-13200, or completion of the general education requirement in the biological sciences, or consent of instructor.

Equivalent Course(s): GEOS 26400, BIOS 23255, EVOL 32300

GEOS 36501. Paleobiological Modeling and Analysis-1. 100 Units.

This course is an introduction to mathematical modeling as applied to problems in paleobiology and evolutionary biology. Topics include: basic probability theory; general approaches to modeling; model comparison using likelihood and other criteria; forward modeling of branching processes; sampling models; and inverse methods. A series of programming exercises and a term project are required. Programming in R or C is recommended, but any language may be used. Winter quarter, generally in even numbered years. GEOS 36501 and GEOS 36502 can be taken in either order.

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

Prerequisite(s): Mathematics through first-year calculus; basic computer programming skills (or willingness to learn); elementary statistics helpful.

Equivalent Course(s): EVOL 33001

GEOS 36502. Paleobiological Modeling and Analysis-2. 100 Units.

This course is an introduction to multivariate analysis, with emphasis on morphological data and problems in paleontology and evolutionary biology. Topics include: types of data and scales of measurement; data transformations; bivariate analysis; measurement of similarity and difference; clustering; ordination; singular value decomposition; principal component analysis, factor analysis, principal coordinates, correspondence analysis, and other eigenvector methods; and path analysis. Each student will bring a multivariate dataset (not necessarily original) to the course and will write a series of short papers based on analysis of these data. Code written in the R programming language will be supplied for most analyses. Winter quarter, generally in odd numbered years. GEOS 36501 and GEOS 36502 can be taken in either order.

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

Prerequisite(s): Mathematics at secondary school level; basic computer programming skills (or willingness to learn); calculus, linear algebra, and elementary statistics also helpful, although essential points will be reviewed.

Equivalent Course(s): EVOL 33002

GEOS 36600. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer Terms Offered: Spring

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): GEOS 26600

GEOS 36700. Taphonomy. 100 Units.

Lecture and research course on patterns and processes of fossilization, including rates and controls of soft tissue decomposition, post mortem behavior of skeletal hard parts, concentration and burial of remains, scales of time averaging, and the net spatial and compositional fidelity of (paleo)biologic information, including trends across environments and evolutionary time. Offered alternate years.

Instructor(s): S. Kidwell

Equivalent Course(s): EVOL 31800

GEOS 36800. Macroevolution. 100 Units.

Patterns and processes of evolution above the species level, in both recent and fossil organism. A survey of the current literature, along with case studies.

Instructor(s): D. Jablonski Terms Offered: Spring

Equivalent Course(s): EVOL 31700

GEOS 36900. Topics in Paleobiology. 100 Units.

In this seminar we investigate paleobiological or multidisciplinary topics of current interest to students and faculty. Previous subjects include the origin of phyla, historical and macro-ecology, the stratigraphic record and evolutionary patterns, and climate and evolution.

Instructor(s): D. Jablonski, S. Kidwell Terms Offered: Autumn

Equivalent Course(s): EVOL 31900

GEOS 36905. Topics in Conservation Paleobiology. 100 Units.

Instructor(s): S. Kidwell

GEOS 37000. Evolutionary History of Terrestrial Ecosystems. 100 Units.

This seminar course covers the evolution of terrestrial ecosystems from their Paleozoic assembly through to the modern world. The fossil history of plant, vertebrate, invertebrate, and fungal lineages are covered, as well as the diversification of their ecological interactions. The influence of extinction events and important extrinsic factors (e.g., geography, climate, atmospheric composition) also are considered.

Instructor(s): C. K. Boyce Terms Offered: Spring

Equivalent Course(s): EVOL 32500, GEOS 27000

GEOS 37100. Plant Paleontology. 100 Units.

Introduction to all major groups of extant and fossil plants, ranging from green algae to angiosperms. Discussions of plant taphonomy, the use of fossil plants as indicators of paleoclimate, the fossil spore/pollen record, evolutionary and paleoclimatic applications of palynological data, and the history of terrestrial ecosystems. Examination of living and fossil material at the Garfield Park Conservatory and the Field Museum.

Instructor(s): C. Boyce

GEOS 38000. Introduction to Structural Geology. 100 Units.

This course explores the deformation of the Earth materials primarily as observed in the crust. We emphasize stress and strain and their relationship to incremental and finite deformation in crustal rocks, as well as techniques for inferring paleostress and strain in deformed crustal rocks. We also look at mesoscale to macroscale structures and basic techniques of field geology in deformed regions.

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 28000

GEOS 38100. Global Tectonics. 100 Units.

This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100 or consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 28100

GEOS 38300. Principles of Stratigraphy. 100 Units.

This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)

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

Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 28300

GEOS 38400. Topics in Stratigraphy and Biosedimentology. 100 Units.

Seminar course using the primary literature and/or a field problem. Topic selected from the rapidly evolving fields of sequence stratigraphy, basin analysis, and animal sediment relationships.

Instructor(s): S. Kidwell

Prerequisite(s): GEOS 26400 and GEOS 28300 or equivalent

Equivalent Course(s): EVOL 41500

GEOS 38500. Stratigraphic Analysis. 100 Units.

Historical review of basic concepts and methods, leading to current frontiers and controversies in basin and global scale analysis of the sedimentary rock record.

Instructor(s): S. Kidwell

Prerequisite(s): GEOS 28300 or equivalent

GEOS 39002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.

Equivalent Course(s): GEOS 29002

GEOS 39700. Reading and Research in the Geophysical Sciences. Variable Units.

GEOS 39700-39799. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleoceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Aktuopaleontology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.

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

Prerequisite(s): Admission to graduate status

GEOS 39800. Reading and Research in the Geophysical Sciences for the Master's Degree. Variable Units.

An essay or formal thesis will be required.

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

Prerequisite(s): admission to grad status

GEOS 49700. Advanced Reading and Research in the Geophysical Sciences. Variable Units.

GEOS 49700-49799. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleoceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Aktuopaleontology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.

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

Prerequisite(s): admission to Ph.D. candidacy

GEOS 49900. Post Ph.D. Research. Variable Units.

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



GERMANIC STUDIES

PROGRAM OF STUDY

The program for the BA degree in Germanic Studies is intended to provide students with a wide ranging and highly personalized introduction to the language, literature, and culture of German-speaking countries and to various methods of approaching and examining these areas. It is designed to be complemented by other areas of study (e.g., anthropology, art history, comparative literature, economics, film studies, history, philosophy, political science, sociology).

Students in other fields of study may also complete a minor in Germanic Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students majoring in Germanic Studies typically register for six German language courses at the second-year level and above, plus six courses in German literature and culture, including two literature or culture courses taken in German, and GRMN 29900 BA Paper. With prior approval of the director of undergraduate studies, students may count up to three relevant German-oriented courses from other departments in the humanities or social sciences toward the requirements of the major in Germanic Studies. Students must meet with the director of undergraduate studies to discuss a plan of study as soon as they declare their major and no later than the end of Spring Quarter of their third year. Students must have their programs approved by the director of undergraduate studies before the end of their third year.

BA PAPER

The BA paper typically is a research paper of a minimum of twenty-five pages. While the paper may be written in either English or German, it must include a bibliography that makes ample use of German-language sources. Students must submit a proposal for their BA paper to their faculty adviser by the beginning of the eighth week of Autumn Quarter in their senior year. A first draft of the paper is due on the first day of Spring Quarter, and the completed paper must be submitted by the beginning of the sixth week of Spring Quarter.

Germanic Studies will accept a paper or project used to meet the BA requirement in another major, under the condition that original German sources are used. Students should consult with both chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements

Second-year German	300
GRMN 20100-20200-20300 Deutsche Märchen and Deutsch-Amerikanische Themen and Kurzprosa aus dem 20. Jahrhundert *	
Third-year German	300
GRMN 21103-21203-21303 Erzählen and Drama und Film and Gedichte	
Two courses in literature or culture taken in German	200
Four courses in German literature and culture **	400
GRMN 29900 BA Paper	100
Total Units	1300

* Or credit for the equivalent as determined by petition.

** Three may be courses in other departments and/or Languages Across Chicago courses

GRADING

Students who are majoring in Germanic Studies must receive a quality grade in all courses taken to meet requirements in the major. Nonmajors have the option of taking courses for P/F grading (except for language courses, which must be taken for quality grades).

HONORS

Honors are reserved for students who achieve overall excellence in grades for courses in the College and within the major, as well as complete a BA paper that shows proof of original research or criticism. Students with an overall GPA of at least 3.0 for College work and a GPA of at least 3.5 in classes within the major, and whose GRMN 29900 BA Paper is judged superior by two readers, will be recommended to the Master of the Humanities Collegiate Division for honors.

STUDY ABROAD

As early in their course of study as possible, interested students are encouraged to take advantage of one of the study abroad options that are available in the College. The five options are:

1. A program in Vienna, which is offered each Autumn Quarter, includes three courses of European Civilization, as well as German language instruction on several levels.
2. In the Autumn Quarter, an intensive language program in Freiburg is available to students who have completed the first-year sequence or an equivalent. Students in this program complete the second year of language study.

3. The College also co-sponsors, with the Berlin Consortium for German Studies, a yearlong program at the Freie Universität Berlin. Students register for regular classes at the Freie Universität or at other Berlin universities. To be eligible, students must have completed the second year of German language courses or an equivalent, and should have completed all general education requirements.
4. Third-year majors can apply for a Romberg Summer Research Grant to do preparatory work for the BA paper.
5. Students who wish to do a summer study abroad program can apply for a Foreign Language Acquisition Grant (FLAG) that is administered by the College and provides support for a minimum of eight weeks of study at a recognized summer program abroad. Students must have completed GRMN 10300 Elementary German for Beginners III or its equivalent to be eligible for FLAG support for the study of German. For more information, visit sitg.uchicago.edu.

More than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.

PROFICIENCY CERTIFICATE

It is recommended that all students majoring in Germanic Studies complete the College's Advanced Language Proficiency Certificate in German as documentation of advanced functional ability in reading, writing, listening to, and speaking German. Students are eligible to take the examinations that result in the awarding of this certificate after they have completed courses beyond the second year of language study and subsequently have spent a minimum of one quarter abroad in an approved program; FLAG students are also eligible. For more information, visit college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency.

MINOR PROGRAM IN GERMANIC STUDIES

Students in other fields of study may complete a minor in Germanic Studies. The minor in Germanic Studies requires a total of six courses in addition to the second-year language sequence (GRMN 20100 Deutsche Märchen/GRMN 20200 Deutsch-Amerikanische Themen/ GRMN 20300 Kurzprosa aus dem 20. Jahrhundert) (or credit for the equivalent as determined by petition). These six courses usually include the third-year sequence and three literature/culture courses. One of the literature/culture courses must be taken in German. Note that credit toward the minor for courses taken abroad must be determined in consultation with the director of undergraduate studies.

Students who elect the minor program in Germanic Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor and must submit a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student's major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following group of courses would comprise a minor in Germanic Studies. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Germanic Studies Sample Minor

GRMN 21103	Erzählen	100
GRMN 21203	Drama und Film	100
GRMN 21303	Gedichte	100
Three courses in German literature and culture		300

MINOR PROGRAM IN NORWEGIAN STUDIES

Students in any field may complete a minor in Norwegian Studies. A Norwegian Studies minor will consist of the beginning language cycle (NORW 10100-10200-10300 First-Year Norwegian I-II-III) as the language component of the minor. Three additional courses are required to complete the minor. Students choose these courses in consultation with the director of undergraduate studies. These courses may include:

2000-level Norwegian language classes and/or literature classes

NORW 10400	Intermediate Norwegian I: Introduction to Literature	100
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Students who elect the minor program in Norwegian Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor and must submit a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student's major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Minor program requirements are subject to revision.

GERMAN COURSES

Language

First-Year Sequence

GRMN 10100-10200-10300. Elementary German for Beginners I-II-III.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal.

GRMN 10100. Elementary German for Beginners I. 100 Units.

Terms Offered: Autumn

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10200. Elementary German for Beginners II. 100 Units.

Terms Offered: Winter

Prerequisite(s): GRMN 10100 or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10300. Elementary German for Beginners III. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10200 or 10201, or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10200-10300. Elementary German for Beginners II-III.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal.

GRMN 10200. Elementary German for Beginners II. 100 Units.

Terms Offered: Winter

Prerequisite(s): GRMN 10100 or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10300. Elementary German for Beginners III. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10200 or 10201, or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10300. Elementary German for Beginners III. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10200 or 10201, or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10201. Elementary German II. 100 Units.

This is an accelerated version of the GRMN 10100-10200 sequence intended for students with previous knowledge of the language.

Terms Offered: Autumn, Winter

Prerequisite(s): Placement or consent of language coordinator

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 13100. Reading German. 100 Units.

This course prepares students to read a variety of German texts. By the end of the quarter, students should have a fundamental knowledge of German grammar and a basic vocabulary. While the course does not teach conversational German, the basic elements of pronunciation are introduced.

Terms Offered: Spring

Note(s): Prior knowledge of German not required. No auditors permitted. This course does not prepare students for the competency exam. Must be taken for a quality grade.

Second-Year Sequence

GRMN 20100-20200-20300. Deutsche Märchen; Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert.

GRMN 20100. Deutsche Märchen. 100 Units.

This course is a comprehensive look at German fairy tales, including structure and role in German nineteenth-century literature, adaptation as children's books in German and English, and film interpretations. This course also includes a review and expansion of German grammar.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20200. Deutsch-Amerikanische Themen. 100 Units.

Issues may range from social topics such as family roles or social class, to literary genres such as exile or immigrant literature. Review and expansion of German grammar continues.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20100 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20300. Kurzprosa aus dem 20. Jahrhundert. 100 Units.

This course is a study of descriptive and narrative prose through short fiction and other texts, as well as media from the twentieth century, with a focus on grammatical issues that are designed to push toward more cohesive and idiomatic use of language.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20200 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20200-20300. Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert.

The courses in this second-year sequence must be taken for a quality grade. No auditors permitted.

GRMN 20200. Deutsch-Amerikanische Themen. 100 Units.

Issues may range from social topics such as family roles or social class, to literary genres such as exile or immigrant literature. Review and expansion of German grammar continues.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20100 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20300. Kurzprosa aus dem 20. Jahrhundert. 100 Units.

This course is a study of descriptive and narrative prose through short fiction and other texts, as well as media from the twentieth century, with a focus on grammatical issues that are designed to push toward more cohesive and idiomatic use of language.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20200 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20300. Kurzprosa aus dem 20. Jahrhundert. 100 Units.

This course is a study of descriptive and narrative prose through short fiction and other texts, as well as media from the twentieth century, with a focus on grammatical issues that are designed to push toward more cohesive and idiomatic use of language.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20200 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

Third-Year Sequence**GRMN 21103-21203-21303. Erzählen; Drama und Film; Gedichte.**

It is not necessary to take these courses in sequence, but all three are required for the major. These three courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German.

GRMN 21103. Erzählen. 100 Units.

This course develops advanced German skills through the study of narratives of various authors from different periods.

Terms Offered: Autumn

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21203. Drama und Film. 100 Units.

This course develops advanced German skills through the study of dramas and/or films of various authors/directors from different eras.

Terms Offered: Winter

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21303. Gedichte. 100 Units.

This course develops advanced German skills through the study of poetry of various authors from different periods.

Terms Offered: Spring

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21203-21303. Drama und Film; Gedichte.

It is not necessary to take these courses in sequence, but all three are required for the major. These three courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German.

GRMN 21203. Drama und Film. 100 Units.

This course develops advanced German skills through the study of dramas and/or films of various authors/directors from different eras.

Terms Offered: Winter

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21303. Gedichte. 100 Units.

This course develops advanced German skills through the study of poetry of various authors from different periods.

Terms Offered: Spring

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21303. Gedichte. 100 Units.

This course develops advanced German skills through the study of poetry of various authors from different periods.

Terms Offered: Spring

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

Literature and Culture

All literature and culture courses are conducted in German unless otherwise indicated. Students who are majoring or minoring in German and take courses taught in English are expected to do the majority of their course work in German.

GRMN 23914. Extreme Makover: Mies van der Rohe's Chicago Edition. 100 Units.

The transition to modern architecture in the beginning of the twentieth century is nothing short of an extreme makeover, to which the Chicago skyline bears witness. Chicago architects spent decades building skyscrapers with ornamental facades, until sleek steel and glass arrived in the Windy City along with the German architect Ludwig Mies van der Rohe. But Mies did not only bring his signature black-box design. He also transplanted the idea that a radical change in architecture has the potential to change how people live and who they are. In this course we will learn how to see, upon entering a space of modern architecture, the ways of life and identities of people that the space prescribes. To acquire this skill of interpreting architectural space, we will first and foremost take advantage of our location in the city of Chicago. Analyzing architectural spaces requires experiencing them first hand, and we have the unique advantage of being surrounded by the products of German Modernism. Our class will thus often take the form of fieldwork: we will leave the classroom to explore Mies's buildings on campus, in Hyde Park, at IIT, in the Loop, and on the Northside. Architectural treatises, self-help manuals, poems, and novels will provide us with the necessary cultural background to discern the ideologies of German Modernism present in Chicago. Readings will include texts by Walter Benjamin, Georg Simmel, Bertolt Brecht, Walter Gropius, and Joseph Roth. There will be occasional fieldwork sessions or screenings following class.

Instructor(s): A. Mahler Terms Offered: Winter

GRMN 24714. Identity and Crisis: Readings in Narrative German Forms. 100 Units.

This course is concerned with close readings of texts which are marked by a deep preoccupation with the concept of crisis and the consequent efforts to achieve and maintain individual identity as a buttress against a world in flux—discursively, politically, philosophically, and ethically. The readings will revolve around the possibilities for being in the world as an engaged and self-contained narrative subject. We will work to develop a concept of 'crisis' as an organizational topos for 20th-century literature from Hugo von Hofmannsthal's *Chandos-Brief* (1902) to W.G. Sebald's *The Emigrants* (1992). The relationships between perspective and voice, exile and memory, language and knowledge, and genre and story construction will be of particular importance for textual analysis and may be supplemented by additional theoretical readings.

Instructor(s): A. Ellis Terms Offered: Winter

Equivalent Course(s): GRMN 34714

GRMN 26913. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the “a change from ignorance (*agnoia*) to knowledge (*gnosis*).” Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters’ *anagnorisis* isn’t restricted to the filiation, i.e., identity, of other characters the audience’s cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer’s *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle’s *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater’s obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist’s dramatic deconstructions of German bourgeois and classical theater test the Enlightenment’s claim to reason and reform of human cognition. Our last stop will be Brecht’s theater of “*Entfremdung*” that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): CLCV 25513, CLAS 35513, CMLT 26913, CMLT 36913, TAPS 28441, GRMN 36913

GRMN 27813. Rilke, Sonnets to Orpheus. 100 Units.

This seminar will engage in close readings of Rilke’s famous volume of poems. Supplementary readings will address some of the fundamental issues raised by the poems: the sonorous universe of poetry and the nature of the voice; the “Orphic” dimension of poetry; the religious and profane meanings of praise in relation to mourning. We will furthermore compare the treatment of the voice by Rilke with its treatment by another Prague writer: Franz Kafka. Excellent reading knowledge of German required.

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

Prerequisite(s): Reading knowledge of German required

Equivalent Course(s): GRMN 37813, FNDL 21706

GRMN 28714. Thinking Tragedy: Nietzsche’s Geburt der Tragödie. 100 Units.

The Focus of this seminar exploring (German) theories of tragedy will be Friedrich Nietzsche’s *Birth of Tragedy*. In order to understand better this work’s iconoclasm we will first survey some of the more seminal theorizations of the tragic genre starting with Aristotle but concentrating on the contributions of German idealist philosophers and thinkers such as Schiller, Hegel, and Schelling, before we then turn to a close critical reading of Nietzsche’s text. Readings and discussions in English.

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

Equivalent Course(s): FNDL 25202, TAPS 28442

GRMN 29614. Absorption/Distanciation: Wagner, Brecht, Kluge. 100 Units.

Explores Richard Wagner's music-dramas, Bertolt Brecht's plays, and Alexander Kluge's films as a forum for the formulation, circulation, and contestation of absorption and distanciation. While a conventional historical account would map the tensions between absorption and distanciation as a one-way trip, moving from absorption (in Wagner) to distanciation (as coined by Brecht) to distraction (as deployed by Kluge), we will explore how each artist deploys each term to varying effects. Works to be considered include Wagner's *The Flying Dutchman* and *Parsifal*, Brecht's *Man Is Man* and *The Measures Taken*, and Kluge's *Yesterday Girl* and *The Power of Emotions*. Readings by each artist, as well as by Theodor Adorno, Walter Benjamin, Michael Fried, Miriam Hansen, Andreas Huyssen, and Gertrud Koch. In English.

Instructor(s): D. Levin Terms Offered: Winter

Equivalent Course(s): GRMN 33914, CMST 28304, CMST 38304, TAPS 28439, MUSI 29614, MUSI 33914

GRMN 29700. Reading and Research Course in German. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

GRMN 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Fourth-year standing. Consent of instructor and director of undergraduate studies.

Note(s): Students are required to submit the College Reading and Research Course Form.

GRMN 33300. German for Research Purposes. 100 Units.

This rigorous course begins with an introduction to grammar and vocabulary enabling students to read and comprehend German. Students then perform a series of process exercises designed to practice the specific skills they need to use German for research. Students able to work with texts and journals in their own discipline to complete these exercises. Graduate students who take and perform well in this course will be able to read in a foreign language reading, and will also master skills they useful as scholars in their field. The course also prepares student for the graduate reading exam. No previous knowledge of German necessary.

Terms Offered: Winter, Spring, Summer

Note(s): Graduate students only; undergraduates must have permission. Limit: 18.

Languages Across Chicago (LxC)

LxC courses have two possible formats: (1) an additional course meeting during which students read and discuss authentic source material and primary texts in German; or (2) a course in another discipline (such as history) that is taught entirely in German. Prerequisite German language skills depend on the course format and

content. LxC courses maintain or improve students' German language skills while giving them a unique and broadened perspective into the regular course content.

NORWEGIAN COURSES

Language

NORW 10100-10200-10300. First-Year Norwegian I-II-III.

The aim of this sequence is to provide students with minimal proficiency in the four language skills of speaking, reading, writing and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary.

NORW 10100. First-Year Norwegian I. 100 Units.

Instructor(s): K. Kenny Terms Offered: Autumn

NORW 10200. First-Year Norwegian II. 100 Units.

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

NORW 10300. First-Year Norwegian III. 100 Units.

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

NORW 10200. First-Year Norwegian II. 100 Units.

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

NORW 10300. First-Year Norwegian III. 100 Units.

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

NORW 10400. Intermediate Norwegian I: Introduction to Literature. 100 Units.

This course combines intensive review of all basic grammar with the acquisition of more advanced grammar concepts. While our main priority remains oral proficiency, we work to develop our reading and writing skills. We challenge our reading ability with more sophisticated examples of Norwegian prose and strengthen our writing through essay writing. The centerpiece of the course is the contemporary Norwegian novel *Naiv. Super.*

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

Prerequisite(s): NORW 10300 or consent of instructor

Literature and Culture

NORW 28500. Comparative Fairy Tale. 100 Units.

For some, fairy tales count as sacred tales meant to enchant rather than to edify. For others, they are cautionary tales, replete with obvious moral lessons. Critics have come to apply all sorts of literary approaches to fairy tale texts, ranging from stylistic analyses to psychoanalytical and feminist readings. For the purposes of this course, we assume that these critics are correct in their contention that fairy tales contain essential underlying meanings. We conduct our own readings of fairy tales from the German Brothers Grimm, the Norwegians, Asbjørnsen and Moe, and the Dane, Hans Christian Andersen. We rely on our own critical skills as well as on selected secondary readings.

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

Prerequisite(s): NORW 10400 or consent of instructor

Equivalent Course(s): CMLT 21600, GRMN 28500, HUMA 28400

NORW 29700. Reading and Research Course in Norwegian. 100 Units.

Instructor(s): K. Kenny Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

YIDDISH COURSES**Language****YDDH 20100-20200-20300. Intermediate Yiddish I-II-III.**

This sequence uses a variety of material to expose students to different styles of written and spoken Yiddish. Course materials include a selection of modern Yiddish literature (short stories and poems), including CDs with readings by native speakers; newspaper articles; and websites about Yiddish cultural life in the United States, Europe, and Israel.

YDDH 20100. Intermediate Yiddish I. 100 Units.

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

Prerequisite(s): YDDH 10300 or consent of instructor

YDDH 20200. Intermediate Yiddish II. 100 Units.

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

Prerequisite(s): YDDH 10300 or consent of instructor

YDDH 20300. Intermediate Yiddish III. 100 Units.

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

Prerequisite(s): YDDH 10300 or consent of instructor

YDDH 20200. Intermediate Yiddish II. 100 Units.

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

Prerequisite(s): YDDH 10300 or consent of instructor

YDDH 20300. Intermediate Yiddish III. 100 Units.

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

Prerequisite(s): YDDH 10300 or consent of instructor



HISTORY

PROGRAM OF STUDY

Studying history sheds light on human experience and thought in different times and places. It enables students to make sense of the present in terms of the past, and the past in terms of the present. Fields of study may be defined by nations (e.g., Chinese, Roman, U.S., international history) or by genres (e.g., legal, cultural, gender history). Topics include the history of revolution, slavery, sexuality, colonialism, ethnicity, war, and work. The fourth-year BA essay affords students the opportunity to pursue an original research project on a topic of their choosing. Involving the analysis of evidence and the formulation of arguments, studying history is excellent preparation for a wide field of endeavors from law, government, and public policy to the arts and business.

Students interested in a history major must consult the undergraduate program coordinator before the end of their second year. They are assigned to a preceptor who will act as their individual program adviser. Students who wish to study abroad must see the undergraduate program coordinator during their second year.

Students construct their course of study in consultation with the preceptor, the undergraduate program coordinator, and other appropriate faculty members. Students meet with their preceptors at least once each quarter to discuss their program and provide information on their progress. The undergraduate program coordinator and the preceptors are available to students on an ongoing basis.

PROGRAM REQUIREMENTS

There are no special prerequisites for a history major. However, students are strongly encouraged to fulfill the civilization and language requirements with courses most relevant to their main field of interest. A typical course of study in the history program would commence with basic history courses (10000-level courses) and move on to more advanced and specialized courses (20000-level courses, and in some cases 40000-level courses). History Colloquia (HIST 29600s) are offered on a variety of topics each year, and enable advanced undergraduates to pursue independent research.

Courses

Students must take twelve courses in history. “Courses in history” mean all courses offered by members of the Department of History and other courses that are clearly related to the student’s area of interest and have significant historical content or focus. Students must submit a petition to receive History credit for courses that do not have a History course number assigned. In case of uncertainty, consult the preceptor and undergraduate program coordinator.

Students are required to take six courses in, or directly related to, their chosen main field. Two additional courses are reserved for the HIST 29801 BA Essay Seminar and HIST 29802 BA Essay Seminar. The four secondary courses are chosen to complement the main field, extend the range of the student’s historical awareness, and explore varying approaches to historical analysis and interpretations. Students

are urged to take courses that introduce significant civilization or chronological breadth. As part of their course work, students are required to take a History Colloquium (HIST 29600s) by the end of their third year. The colloquium counts toward the twelve courses needed to complete the major and requires students to do independent research and writing as preparation for the BA essay.

Students construct the main field and choose their other courses in close consultation with their preceptors, subject to final approval by the undergraduate program coordinator and the chair of collegiate affairs.

Students typically are expected to take at least four history courses, including three in their main field, by the end of their third year. Exceptions for good cause must be approved by the student's preceptor.

Courses in the Main Field

The Department of History offers a number of standard major fields, including, but not limited to:

- Africa
- Ancient
- Britain
- Byzantium
- Caribbean
- East Asia
- Europe (Medieval, Early Modern, and Modern)
- Science
- Sexuality and Gender
- International and Transnational
- Jewish
- Latin American
- Middle East
- Russia
- South Asia
- United States

Fields of study also may be defined by geography (e.g., China, the Roman Empire, the Atlantic World, the corner of Michigan and Trumbull), people, time (e.g., the Jazz Age, the Middle Ages, Agricultural Revolution), or analytical framework (e.g., law, culture, gender, race).

Students should work with the preceptor and undergraduate program coordinator to ensure appropriate focus and breadth in both the major field and the elective courses. In choosing courses, there are two important goals: broad knowledge of the main field and more detailed knowledge of one or several of its major aspects.

Junior Colloquium Requirement

Students who are majoring in history must take a History Colloquium (HIST 29600s) by the end of their third year of study. The colloquia are offered on a variety

of topics each year and enable advanced College students to pursue research projects. These courses expose students to the methods and practice of historical research and writing prior to enrollment in the BA Essay Seminar. Students will be required to compose an original research paper that is at least fifteen pages in length. For students who are planning to begin graduate study the year following graduation, the Junior Colloquium requirement provides them with the opportunity to produce a primary source-based writing sample that they can use for their applications.

Students who will not be on campus their junior year should consult with the undergraduate program coordinator about an alternative requirement.

BA Essay Proposal

In the course of their third year, students consult with their preceptor, the undergraduate program coordinator, and appropriate faculty members in the department to begin defining a topic for the BA essay, and to identify a faculty adviser who will work closely with the student on the project. An informational meeting is held Spring Quarter to explain and facilitate this process. By the ninth week of Spring Quarter, each student must submit a brief BA essay proposal, including a statement of the topic, the name and signature of the faculty adviser, and a list of proposed primary and secondary readings relevant to the project.

Senior Seminar

The BA essay is a two-quarter research project in which students develop a significant and original interpretation of a historical issue of their choosing. Essays are the culmination of the history program and tend to range between thirty and forty pages in length, but there is neither a minimum nor a maximum requirement. The BA Essay Seminar assists students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques. In addition to working closely with their faculty director, who is the first reader of their essay, students are also required to join a two-quarter undergraduate senior seminar (HIST 29801 BA Essay Seminar/HIST 29802 BA Essay Seminar) during the Autumn and Winter Quarters of their last full year in the College. The seminar instructor is usually the preceptor with whom the student has been working and who is also to serve as the second reader of the essay.

The final deadline for submission of the BA essay is second week of Spring Quarter when two copies of the BA essay must be submitted to the undergraduate program coordinator in SS 225. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the undergraduate program coordinator. Students graduating in a quarter other than Spring Quarter must turn in their essay by Friday of seventh week of their final quarter. When circumstances justify it, the department establishes individual deadlines and procedures.

In very special circumstances (with approval from program chairs in two departments), history students may be able to write a BA essay that meets requirements for a dual major. Students must consult with both chairs before the end of Spring Quarter of their third year. A consent form, to be signed by both

chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Students are eligible to apply for research funding for summer research from the Department of History and the PRISM (Planning Resources Involvement for Students in the Majors) program. Students are also encouraged to take advantage of funding that is available for language study abroad through the Foreign Language Acquisition Grant (FLAG) program. For details on available funding, students should consult the undergraduate program coordinator.

Reading and Research Courses

Students with a legitimate interest in pursuing a program of study that cannot be met by means of regular courses have the option of devising a reading and research course that is taken individually and supervised by a member of the history faculty. Such a course requires the approval of the undergraduate program coordinator and the prior consent of the instructor with whom the student would like to study. NOTE: Enrollment in HIST 29700 Readings in History is open only to students who are doing independent study that is not related to the BA paper or BA research. As a general rule, only one reading and research course can be counted towards the history major.

SUMMARY OF REQUIREMENTS

Six courses in the main field	600
Four electives	400
HIST 29801 BA Essay Seminar & HIST 29802 and BA Essay Seminar	200
<hr/> Total Units	<hr/> 1200

HONORS

Students who have done exceptionally well in their course work and have written an outstanding BA essay are recommended for honors. Candidates must have an overall GPA of 3.0 or higher, and a GPA of 3.5 or higher in the major. BA essays judged to be of particular distinction are submitted by the readers to the department. If the department concurs, the student is awarded honors. Students who fail to meet the final deadline for submission of the BA essay are not eligible for honors consideration.

GRADING

Subject to College and division regulations and with consent of instructor, students who are majoring in history may take most courses for either a quality grade or for P/F grading. The one exception is that students who are majoring in history must take HIST 29801 BA Essay Seminar and HIST 29802 BA Essay Seminar for a quality grade. A Pass grade is to be given only for work of C- quality or higher. NOTE: Because some graduate and professional schools do not accept a transcript with more than 10 percent Pass grades, students who plan to continue their education should take no more than four courses for P/F grading.

Course Numbering

History courses numbered 10000 to 29900 are intended primarily for College students. Some 20000-level courses have 30000-level equivalents if they are also open to graduate students. Courses numbered 40000 to 49900 are intended primarily for graduate students, but are open to advanced College students. Courses numbered above 50000 are open to qualified College students with the consent of the instructor. Courses rarely open to College students are not listed in this catalog. Undergraduates registered for 30000-level courses will be held to the graduate-level requirements. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000).

HISTORY COURSES

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

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a two-quarter sequence.

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

Part One considers literary, oral, and archeological sources to investigate African societies and states from the early iron age through the emergence of the Atlantic World: case studies include the empires of Ghana and Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): AFAM 20701, ANTH 20701, CRES 20701

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

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): AFAM 20702, ANTH 20702, CHDV 21401, CRES 20702

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

Part Two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): AFAM 20702, ANTH 20702, CHDV 21401, CRES 20702

HIST 10800-10900. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HIST 10800. Introduction to the Civilizations of South Asia I. 100 Units.

The Autumn Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

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

Equivalent Course(s): SALC 20100, ANTH 24101, SASC 20000, SOSC 23000

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20200, ANTH 24102, SASC 20100, SOSC 23100

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20200, ANTH 24102, SASC 20100, SOSC 23100

HIST 12700-12800. Music in Western Civilization I-II.

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

HIST 12700. Music in Western Civilization I: To 1750. 100 Units.

Instructor(s): A. Robertson Terms Offered: Winter

Equivalent Course(s): MUSI 12100, SOSC 21100

HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.

Terms Offered: Spring

Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.

Terms Offered: Spring

Equivalent Course(s): MUSI 12200, SOSC 21200

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

Students who plan to complete a three-quarter sequence will register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. This sequence meets the general education requirement in civilization studies. "European Civilization" is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "Civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early middle ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European Civilization, but some of the most important readings will be the same in all sections. 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.

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

Terms Offered: Autumn, Winter

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

Terms Offered: Winter, Spring

HIST 13003. History of European Civilization III. 100 Units.

Terms Offered: Spring

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

Terms Offered: Winter, Spring

HIST 13003. History of European Civilization III. 100 Units.

Terms Offered: Spring

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

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

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

Instructor(s): K. Weintraub, Autumn, Winter; J. Boyer, Summer Terms Offered: Autumn, Winter, Summer

Prerequisite(s): These courses must be taken in sequence

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

Instructor(s): K. Weintraub, Winter, Spring; J. Boyer, Summer Terms Offered: Winter, Spring, Summer

Prerequisite(s): These courses must be taken in sequence

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

Instructor(s): K. Weintraub, Spring; J. Boyer, Summer Terms Offered: Spring, Summer

Prerequisite(s): These courses must be taken in sequence

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

Instructor(s): K. Weintraub, Winter, Spring; J. Boyer, Summer Terms Offered: Winter, Spring, Summer

Prerequisite(s): These courses must be taken in sequence

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

Instructor(s): K. Weintraub, Spring; J. Boyer, Summer Terms Offered: Spring, Summer

Prerequisite(s): These courses must be taken in sequence

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

Available as a three-quarter sequence (Autumn, Winter, Spring) or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies. This sequence uses the American historical experience, set within the context of Western civilization, to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

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

Subunits examine the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.

Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence

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

Subunits focus on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.

Terms Offered: Winter

Prerequisite(s): These courses must be taken in sequence

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

Subunits focus on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.

Terms Offered: Spring

Prerequisite(s): These courses must be taken in sequence

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

Subunits focus on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.

Terms Offered: Winter

Prerequisite(s): These courses must be taken in sequence

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

Subunits focus on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.

Terms Offered: Spring

Prerequisite(s): These courses must be taken in sequence

HIST 13900-14000. Introduction to Russian Civilization I-II.

This two-quarter sequence provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1880s; 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. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required. This sequence is offered in alternate years.

HIST 13900. Introduction to Russian Civilization I. 100 Units.

Instructor(s): F. Hillis, M. Merritt Terms Offered: Autumn. Not offered in 2014-15.

Equivalent Course(s): RUSS 25100,SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): RUSS 25200,SOSC 24100

HIST 14000. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): RUSS 25200,SOSC 24100

HIST 14203. Freshman Colloquium: Doing History Theories and Practices. 100 Units.

This colloquium is designed for first- and second-year students interested in majoring in history. Over the course of the quarter, we will be pursuing two questions, "What is history?" and "How do you do history?" In relation to the first question, we'll explore the kinds of questions that have oriented recent historical practice. Topics to be examined include possibilities and limitations of doing national, global, and microhistory, as well as cultural history, visual and material culture, gender and sexuality, environmental, and public history. In exploring the practice of history, we'll think about how historians find and use sources, how they analyze them, and how they narrate their findings. This course will include several field trips, including a visit to the Special Collections Research Center in Regenstein Library and off-campus visits to the Chicago Historical Museum and the Newberry Library. Requirements include weekly Chalk postings and a final research paper of approximately 15 pages.

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

Note(s): Priority registration for first-year students, open to others.

HIST 14900. History of Medicine since the Renaissance. 100 Units.

Equivalent Course(s): HIPS 14900

HIST 15100-15200-15300-15400. Introduction to the Civilizations of East Asia I-II-III-IV.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.

Instructor(s): G. Alitto Terms Offered: Autumn

Equivalent Course(s): CRES 10800,EALC 10800,SOSC 23500

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700

HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): EALC 15400,SOSC 23801

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700

HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): EALC 15400,SOSC 23801

HIST 15602-15603-15604. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered.

HIST 15602. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.

Instructor(s): H. Haroutunian 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 20011,CLCV 25700

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.

Instructor(s): H. Karateke 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): CLCV 25800,NEHC 20012

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.

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

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): CLCV 25900,NEHC 20013

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.

Instructor(s): H. Karateke 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): CLCV 25800,NEHC 20012

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.

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

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): CLCV 25900,NEHC 20013

HIST 16101-16102-16103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year.

This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 16101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): LACS 16100,ANTH 23101,CRES 16101,HIST 36101,LACS 34600,SOSC 26100

HIST 16102. Introduction to Latin American Civilization II. 100 Units.

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

Terms Offered: Winter

Equivalent Course(s): LACS 16200,ANTH 23102,CRES 16102,HIST 36102,LACS 34700,SOSC 26200

HIST 16103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300,ANTH 23103,CRES 16103,HIST 36103,LACS 34800,SOSC 26300

HIST 16102. Introduction to Latin American Civilization II. 100 Units.

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

Terms Offered: Winter

Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 36102, LACS 34700, SOSC 26200

HIST 16103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 36103, LACS 34800, SOSC 26300

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

Available as a three-quarter sequence (Autumn, Winter, Spring) or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), Autumn Quarter; the Roman Republic (509 to 27 BC), Winter Quarter; and the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD, Spring Quarter.

HIST 16700. Ancient Mediterranean World I. 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 Terms Offered: Autumn

Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II. 100 Units.

This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 68 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.

Instructor(s): C. Hawkins Terms Offered: Winter

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): CLCV 20900

HIST 16800. Ancient Mediterranean World II. 100 Units.

This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 68 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.

Instructor(s): C. Hawkins Terms Offered: Winter

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): CLCV 20900

HIST 17104. Losing the Farm: Globalization and Food Production in the Twentieth Century. 100 Units.

Who grows the food you eat? How do they grow it? Where do they grow it? And how is it that you can buy fresh fruit in the dead of winter? This course aims to answer these questions through an examination of the development of industrial agriculture in the twentieth century. We pay particular attention to how the development of industrial agricultural emerged in the twentieth century as a global phenomenon—from the import and export of new and exotic foods to the global food crisis of the 1970s. Lastly, we examine critiques of industrial and global agriculture, from the new agrarians to the rising popularity of the local foods movement. One Saturday field trip required.

Instructor(s): V. Bivar Terms Offered: Autumn

Equivalent Course(s): ENST 22504

HIST 17300-17400-17501-17502. Science, Culture, and Society in Western Civilization I-II-III-IV.

Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. This three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIST 17300. Science, Culture, and Society in Western Civilization I. 100 Units.

The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.

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

Equivalent Course(s): HIPS 17300

HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIPS 17400

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.
Instructor(s): A. Winter Terms Offered: Spring.
Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17400-17501-17502. Science, Culture, and Society in Western Civilization II-III-IV.

HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIPS 17400

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

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

Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.

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

Equivalent Course(s): HIPS 17502

HIST 17501-17502. Science, Culture, and Society in Western Civilization III-IV.**HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.**

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

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

Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.

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

Equivalent Course(s): HIPS 17502

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.

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

Equivalent Course(s): HIPS 17502

HIST 17805. America in the Twentieth Century. 100 Units.

This lecture course provides an introductory survey of major developments in American history in the twentieth century. It is structured around a political history narrative, but we will examine events from a wide range of perspectives—legal, intellectual, social, economic, diplomatic, military, religious. The course is not encyclopedic, nor is it focused on mastering facts (although this is not discouraged). It is rather concerned with "big" questions about American history since ca. 1900, including the role and scope of government and the rights and obligations of citizens.

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

Equivalent Course(s): LLSO 25904

HIST 18301-18302-18303. Colonizations I-II-III.

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

HIST 18301. Colonizations I. 100 Units.

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.

Terms Offered: Autumn

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): CRES 24001, ANTH 24001, SOSC 24001

HIST 18302. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): CRES 24002, ANTH 24002, SOSC 24002

HIST 18303. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

HIST 18302. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

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

Equivalent Course(s): CRES 24002, ANTH 24002, SOSC 24002

HIST 18303. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

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

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

HIST 18710. Early America in 1800. 100 Units.

This course surveys major themes in the settlement of the British colonies, the crisis of the American Revolution, and the growth of American society and politics.

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

Equivalent Course(s): LLSO 20606

HIST 18804. 19th Century Segment of the U.S. Survey. 100 Units.

This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic, the robber barons and newfound workers' unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated over which ways to make their Revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the debates over the recently concluded Iraq War, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African-American president, we have to revisit the nation's long history of slavery, racism, and segregation. The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. Weather permitting, the class will take at least one short trip to relevant historical site in (or around) Chicago. Requirements include careful reading, active and thoughtful participation, and a series of short written assignments.

Instructor(s): A. Lippert Terms Offered: Winter

Equivalent Course(s): GNSE 18804,LLSO 22106

HIST 20109. Politics and Culture in African American History. 100 Units.

In this course we will explore historically the political implications of black cultural formations and expressions, focusing on the diverse ways in which culture has been explicitly invoked or deployed to political ends, has served as a means of political mobilization, and has marked African Americans as fit or unfit for citizenship rights. Through this debate-which has been sometimes explicit and at other times sub-rosa-we will probe the meanings and significance attributed to race, culture, and their interrelationship. Among the topics to be addressed in lectures and discussions are the debates on the relation between slave culture and resistance, the contrasting ways black and white performers have engaged the minstrel tradition, the social interpretations of black musical expression, the role to the state in promoting black cultural expression, and culture as a site of resistance. Each topic will be addressed through lectures and class discussions.

Instructor(s): T. Holt Terms Offered: Autumn

Equivalent Course(s): LLSO 27601

HIST 20803. Aristophanes' Athens. 100 Units.

This course will focus on nine of Aristophanes' plays in translation (*Acharnians*; *Wasps*; *Clouds*; *Peace*; *Birds*; *Lysistrata*; *Thesmophoriazousai*; *Frogs*; and *Ploutos*) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.

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

Equivalent Course(s): CLCV 23608,CLAS 33608,ANCM 33900,HIST 30803,FNDL 23608

HIST 21303. Byzantine Historians. 100 Units.

Reading and analysis of Byzantine historians and Byzantine historical thought. Includes Procopius Michael Attaleiates, Michael Psellos, Anna Comnena, Niketas Choniates. Lectures and discussion. Two take home essays.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): HIST 31303

HIST 21400. 18th-Century Britain. 100 Units.

This mixed lecture and discussion course explores the main political, social, intellectual, economic, and religious developments in Britain from the Glorious Revolution to Napoleonic wars. Emphasis is on the relationship between politics and the social order, and on the evolution of modes of political behavior.

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

Equivalent Course(s): HIST 31400

HIST 21703. Byzantine Empire, 1025 to 1453. 100 Units.

Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*; D. M. Nicol, *Last Centuries of Byzantium*; the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a 10-page paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): ANCM 36700, HIST 31703, NEHC 20507

HIST 22002. Byzantine Military History. 100 Units.

Interpretation of major issues of institutional, operational, and strategic history between the fourth and fourteenth centuries. Readings include selections from Byzantine military manuals and historians, as well as recent historical assessments. Among topics are debates on the theme system and numbers. Final examination and short paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): ANCM 34606, NEHC 20510, NEHC 30510, HIST 32002

HIST 22113. Jewish History and Society I: Ancient Jerusalem. 100 Units.

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

Equivalent Course(s): JWSC 20001, CRES 20001, NEHC 20401, NEHC 30401, RLST 20604, BIBL 31400

HIST 22202. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): JWSC 20003, NEHC 20403, NEHC 30403

HIST 22203. The Holy Roman Empire, 962-1356. 100 Units.

During the first four centuries of its existence, the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen different nations was ruled—at least in theory—by the emperors during the High Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 962 (Emperor Otto I's coronation) and 1356 (the Golden Bull). Topics will include the changing nature of imperial authority from the Ottonians to the Habsburgs; the Church's and the nobility's establishment of quasi-independent lordships inside imperial territory; papal-imperial relations; and the eastward expansion of the empire.

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

Equivalent Course(s): HIST 32203

HIST 22406. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmi” and “People of the Book” and investigate how their meaning changed in various historical contexts.

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

Equivalent Course(s): JWSC 20002, CRES 20002, NEHC 20402, NEHC 30402

HIST 23000. Intellectual Property and Piracy. 100 Units.

Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students to understand why. It explains the principles of modern intellectual property, by examining their historical development over the last five hundred years. Using sources from the history of literature, art, and music—as well as from modern science and information technology—students will discover how piracy and property have clashed since the Renaissance, and still do so today. They will then be well-placed to address the central problem of intellectual property, and one of the most basic questions facing today's universities: What is the proper relation between creativity and commerce?

Instructor(s): A. Johns Terms Offered: Winter

Equivalent Course(s): CHSS 31900, HIPS 26700, LLSO 22104, HIST 33000

HIST 23001. Northern Renaissance/Early Reformation. 100 Units.

In surveying the history of this period, attention is devoted to the relationships between the movements of Renaissance and Reformation in northern Europe from the late fifteenth to the mid-sixteenth centuries. Primary texts are emphasized.

Instructor(s): H. Gray Terms Offered: Autumn

Equivalent Course(s): HIST 33001, LLSO 23112

HIST 23302. Europe, 1815-1914. 100 Units.

This is the second installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306), which surveys the history of Europe from the era of its greatest hegemony in the world to the eve of World War I. Themes considered include industrialization; the revolutions of 1848; the formation and consolidation of modern nation-states; the rise and travails of political liberalism and laissez faire; the spread of socialism in its various guises; international rivalries, alliances, and imperialism; and the causes, character, and effects of World War I.

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

Note(s): Only offered at the undergraduate level in 2013/2014

Equivalent Course(s): HIST 33302

HIST 23305. Europe, 1660-1815. 100 Units.

This is the first installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306), which offers a general introduction to the processes and events that constituted the passage to modernity in Europe: monarchical absolutism as a means to state-building on the Continent and its parliamentary alternative in Britain; the intellectual and cultural transformations effected by the Enlightenment, including the creation of a liberal public sphere; the French Revolution and its pan-European implications; the rise of the laissez-faire market and the Industrial Revolution; the emergence of feminism and socialism. The course will be conducted primarily by means of lectures. Readings will include both primary and secondary sources.

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

Note(s): Only offered at the undergraduate level in 2013/2014

Equivalent Course(s): HIST 33305

HIST 23306. Europe, 1914-present. 100 Units.

This is the third installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306). This lecture course will provide an advanced, introductory survey into twentieth-century European history. It provides a critical overview of the main political, social, and cultural developments. It pays attention to the shifting "weight" of European regions and, especially, of eastern and southern Europe. Of course, the course will cover the usual aspects of any such history, which include causes, experiences, and effects of World War I and World War II as well as the history of the Cold War in Europe and its intersection with decolonization; the emergent realities of an expanding European integration in a globalizing migration and trade regime and the resulting struggles with European identities; and, not least, the shifting balance from a work-oriented to a leisure- and consumer-oriented society. The latter is of particular interest because this shift is often linked to the growing renunciation of violence in European society, a veritable value-change, and the emergence of Europe as a peaceable kingdom or, as one American pundit has it, the transition of Europe from Mars to Venus. The turn to violence and the formation of extremely violent societies on one hand and the pacification of Europe and its societies on the other is the real thread running through the course. But the proof is, as they say, in the pudding. Has Europe really become more peaceable after 1989 than, say, in 1913? And if 2013 is like 1913, what might 2014 look like?

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

Equivalent Course(s): HIST 33306

HIST 23312. Jews in the Diaspora since 1945. 100 Units.

This lecture course surveys the main features of the social and political history of the Jews in the Diaspora from 1945 to the present. Among the topics discussed will be demographic change and migration; the long-term impact of the Shoah; Israel-Diaspora relations; the dissolution of the Jewish communities of the Muslim world; Soviet Jewry; and evolving Christian attitudes towards Jews.

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

Equivalent Course(s): HIST 33312

HIST 23511. Industry and Empire 1600-1830. 100 Units.

What was the place of the empire in Britain's Industrial Revolution? How much did colonial markets and resources contribute to economic growth in the metropole? Readings will include works by Williams, Brenner, de Vries, Parthasarathi, Zahedieh, Inikori, Barbier, and Belich, among others.

Instructor(s): F. Albritton Johnson Terms Offered: Autumn

Equivalent Course(s): HIST 33511

HIST 24001. Love and Eros: Japanese History. 100 Units.

Equivalent Course(s): GNSE 24001,GNSE 34001,HIST 34001,JAPN 24001,JAPN 34001

HIST 24206. Medicine and Culture in Modern East Asia. 100 Units.

This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine, the struggles over public health, gender, medicine, and modernity, consumer culture, and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): EALC 26201,EALC 36201,HIST 34206

HIST 24211. Family, State, and Community in China, 1750-present. 100 Units.

Upper-level undergraduate course, combining lectures, discussions, and other formats (e.g., group projects) as appropriate. No previous background in Chinese history is required, but students who are complete novices in this area may find some additional reading helpful. Major themes include the breakdown of the Qing empire and the formation of a modern national state which had different expectations of its citizens than the Qing had had of their subjects; changes in kinship and family life; gender roles; notions of the individual; and changing bases of authority in local society.

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

HIST 24401. History of the Fatimid Caliphate. 100 Units.

Instructor(s): P. Walker Terms Offered: Spring

Equivalent Course(s): NEHC 30645,HIST 34401,NEHC 20645

HIST 24500. Reading Qing Documents. 100 Units.

Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.

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

Equivalent Course(s): EALC 24500,EALC 34500,HIST 34500

HIST 24802. Gender and Japanese History. 100 Units.

This course explores issues of gender within Japanese history from ancient to modern times, with a focus on the period from the eighteenth to the twentieth centuries.

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

Equivalent Course(s): EALC 25506,GNSE 24701,GNSE 34700,JAPN 25506,JAPN 35506,HIST 34802

HIST 24806. History of Japanese Philosophy. 100 Units.

What is philosophy and why does looking at Japanese philosophy make a difference? By examining Buddhist, Confucian, Shinto, and modern academic philosophical traditions, this course will provide a history of ideas found in Japan and central to thinking about being/non-being, government, ethics, aesthetics, economics, faith, and practice.

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

Equivalent Course(s): EALC 24807, EALC 34807, HIST 34806

HIST 24904. Tutorial: Medicine, Disease, and Death in American History. 100 Units.

Equivalent Course(s): HIPS 29606

HIST 24913. Victorian Science. 100 Units.

This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century, in the service of developing a kind of panorama of scientific life, and when key features of modern science came into being.

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

Equivalent Course(s): CHSS 34903, HIPS 24913, HIST 34913

HIST 25011. Approaching Infinity: A History of Imaginative Attempts. 100 Units.

This course is a history of an inquiry. The problem of infinity and the nature of the infinite have encroached upon the history of thought in sundry ways: it has inspired both caution and self-abandon, humility and hubris; it has driven thinkers to labyrinths of reasoning and heights of abstraction—and yet continued to defy the simplest logic; it has led us into the profusion of the natural world, and it has also turned us utterly away from nature. Where is the infinite to be found? Since antiquity, the infinite has been real to our minds—but some definitions have it that the infinite is precisely that which is beyond seeking. So a better question might be, what kind of mind would create something essentially impossible to find?

Instructor(s): L. Huang Terms Offered: Spring 2013

Equivalent Course(s): HIPS 25303

HIST 25110. Philosophy of History: Narrative and Explanation. 100 Units.

This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (B) (II)

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

Equivalent Course(s): HIST 35110, PHIL 20506, PHIL 30506, CHSS 35110

HIST 25208. Motion Pictures in the Human Sciences. 100 Units.

This course will examine the relationship between moving images, particularly motion-picture films, and the human sciences broadly construed, from the early days of cinema to the advent of FMRI. It will use primary source documents alongside screenings to allow students to study what the moving image meant to researchers wishing to develop knowledge of mind and behavior—what they thought film could do that still photography, and unmediated human observation, could not. The kinds of motion pictures we will study will vary widely, from infant development studies to psychiatric films, from documentaries to research films, and from films made by scientists or clinicians as part of their laboratory or therapeutic work to experimental films made by seasoned film-makers. We will explore how people used the recordings they made, in their own studies, in communications with other scientists, and for didactic and other purposes. We will also discuss how researchers' claims about mental processes—perception, memory, consciousness, and interpersonal influence—drew on their understandings of particular technologies.

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

Equivalent Course(s): CHSS 35208, HIPS 25208, HIST 35208

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

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution-making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.

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

Equivalent Course(s): HIST 35300, LLSO 20601

HIST 25304. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine."

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

Note(s): German is not required, but helpful.

Equivalent Course(s): HIPS 26701, CHSS 31202, PHIL 20610, PHIL 30610, GRMN 25304, GRMN 35304, FNLD 23511

HIST 25415. History of Information. 100 Units.

'Information' in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.

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

Equivalent Course(s): HIST 35415, CHSS 35415, LLSO 23501

HIST 25503. Junior Seminar: My Favorite Readings in the History and Philosophy of Science. 100 Units.

This course introduces some of the most important and influential accounts of science to have been produced in modern times. It provides an opportunity to discover how philosophers, historians, anthropologists, and sociologists have grappled with the scientific enterprise, and to assess critically how successful their efforts have been. Authors likely include Karl Popper, Thomas Kuhn, Robert Merton, Steven Shapin, and Bruno Latour.

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

Equivalent Course(s): HIPS 29800

HIST 25510. Sciences of Memory in 20th Century. 100 Units.

This course will examine a series of episodes in the history of the understanding of autobiographical memory, beginning with the emergence of academic psychology, and also psychoanalysis, in the late nineteenth century, and ending with the "memory war" of the 1980s and 90s. The course will include an examination of the yoked history of beliefs about individual and "collective" memory, of the impact of memory therapies during the first and second World Wars, of the impact of innovations in brain surgery on beliefs about the physiological memory record and the neurophysiology of remembering, and the impact of the rise of forensic psychology on the popular, scientific, and legal understanding of memory.

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

Equivalent Course(s): HIPS 28002, CHSS 31502, HIST 35505

HIST 25704-25804-25904. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

HIST 25704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

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

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

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

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

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20501, HIST 35704, ISLM 30500, RLST 20501

HIST 25804. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

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

Equivalent Course(s): NEHC 20502, HIST 35804, ISLM 30600

HIST 25904. 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): A. 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): NEHC 20503, HIST 35904, ISLM 30700

HIST 25804. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

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

Equivalent Course(s): NEHC 20502, HIST 35804, ISLM 30600

HIST 25904. 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): A. 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): NEHC 20503, HIST 35904, ISLM 30700

HIST 26005. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of pre-modern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

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

Equivalent Course(s): NEHC 20605, NEHC 30605, HIST 36005

HIST 26100. History of Modern Spain, Circa 1808-1980. 100 Units.

Spain is the region, the country—the dimension—that is at the roots of what it is called "modern" in the West. And yet, Spain is not often seen either as fully western, or as the truly great "partera" of modern times. To the contrary, it is commonly ignored, not belonging to either of the arbitrary clusters—"Europe" and "Latin America." And yet Spain portentously shaped the destiny of Europe and the Americas. The course is designed as a general introduction to the political, cultural, and social history of Spain from the Napoleonic wars—when the French invasion of Spain produced wars of "independence" both in the peninsula and in the Americas—to the 1970s Spanish transition to democracy which very significantly marked the beginning of a new democratic wave in the world. The course fundamentally seeks to sparkle your curiosity to learn more about Spain, and to think History—U.S., "Latin American," "European," "African"—with its indispensable ingredient reinstalled in your historical imagination, namely, Spain.

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

Equivalent Course(s): LACS 26100

HIST 26304. Literature and Society in Brazil. 100 Units.

This course surveys the relations between literature and society in Brazil, with an emphasis on the institution of the novel in the nineteenth and early twentieth centuries. The nineteenth-century Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction has been used and misused as a historical document of slavery and the rise of capitalism, of race relations, of patronage and autonomy, and of marriage, sex, and love. We will read works in translation by Manuel Antonio de Almeida, Jose de Alencar, Machado de Assis, Aluisio de Azevedo, and others.

Instructor(s): D. Borges Terms Offered: Spring

Equivalent Course(s): LACS 26304, LACS 36304, HIST 36304

HIST 26600. Critics of Colonialism. 100 Units.

Equivalent Course(s): SALC 20700, HIST 36600

HIST 26601. Postcolonial Theory. 100 Units.

Equivalent Course(s): SALC 20701, HIST 36601, SALC 30701

HIST 26602. Mughal India: Tradition and Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

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

Prerequisite(s): Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.

Equivalent Course(s): SALC 27701, HIST 36602, SALC 37701

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

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

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

Equivalent Course(s): HIST 37006, LLSO 25411

HIST 27102. Lincoln: Slavery, War, and the Constitution. 100 Units.

This course is a study of Abraham Lincoln's view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln's policies.

Instructor(s): D. Hutchinson Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): LLSO 24711, FNDL 24711

HIST 27301. Introduction to Black Chicago, 1895-2005. 100 Units.

This course surveys the history of African Americans in Chicago, from before the 20th century to the near-present. In referring to the history, we treat a variety of themes, including; migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history, as well as an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.

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

Equivalent Course(s): AFAM 27305, CRES 27301

HIST 27306. U.S. Women and Gender. 100 Units.

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

Equivalent Course(s): HIST 37306, HMRT 27306, HMRT 37306, LLSO 27306

HIST 27506. Changing America in the Twentieth Century. 100 Units.

This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption.

Two-day weekend field trip to the Mississippi River required.

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

Note(s): This course offered odd years.

Equivalent Course(s): GEOG 22100, GEOG 32100, HIST 37506

HIST 27605. U.S. Legal History. 100 Units.

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

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

Equivalent Course(s): AMER 27605, CRES 27605, GNSE 27605, HMRT 27061, LLSO 28010

HIST 27905. Religion and Society in the Middle Ages. 100 Units.

This course examines some of the roles played by religion within medieval society. We consider topics such as the conversion of Europe to Christianity, monasticism, the cult of saints, the rise of the papacy, and the rise of heresy and religious dissent. We study medieval religious ideals as well as the institutions created to perpetuate those ideals, weighing the experience of the individual and the group. We read autobiographies, saints' lives, chronicles, miracle collections, papal documents, among other kinds of sources.

Instructor(s): L. Pick Terms Offered: Winter

Equivalent Course(s): RLST 21801

HIST 28800. Historical Geography of the United States. 100 Units.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 21900, GEOG 31900, HIST 38800

HIST 28900. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

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

Note(s): This course offered in odd years.

Equivalent Course(s): GEOG 26100, ENST 26100, GEOG 36100, HIST 38900

HIST 29005. Af-Am Life and Times: Harlem Renaissance. 100 Units.

This is a research colloquium in which we will examine selected topics and issues related to the cultural revitalization movement popularly known as the Harlem or Negro Renaissance. A principal theme of the course is that the demographic, social, and cultural changes in African American life during the first half of the 20th century were interconnected with the advent of modernity in America and Europe, as reflected in changes in labor and consumption, in the intensity of transnational relations, in new forms of cultural expression and technologies of communication, and in the resistance to or contestation of many of these developments.

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

Equivalent Course(s): LLSO 21811

HIST 29301. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (V) (I)

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

Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 21700, PHIL 31600, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

HIST 29302. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

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

Equivalent Course(s): HMRT 20200, HMRT 30200, CRES 29302, HIST 39302, INRE 31700, JWSC 26602, LAWS 41301, LLSO 27100

HIST 29303. Human Rights III: Contemporary Issues in Human Rights. 100 Units.

For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe.

This interdisciplinary course presents a practitioner’s overview of several major contemporary human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.

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

Equivalent Course(s): HMRT 20300, HMRT 30300, HIST 39303, INRE 31800, LAWS 78201, LLSO 27200

HIST 29306. Problems in the Study of Gender. 100 Units.

This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.

Instructor(s): N. Atkinson, Autumn; J. Cole, Spring Terms Offered: Autumn 2013, Spring 2014

Note(s): May be taken in sequence or individually.

Equivalent Course(s): GNSE 10100, CRES 10101, ENGL 10200, SOSC 28200

HIST 29312. Human Rights in Russia and Eurasia. 100 Units.

This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.

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

Equivalent Course(s): HIST 39313, SLAV 26500, SLAV 36500, HMRT 26500

HIST 29511. Civilians and War. 100 Units.

In this course, we will study the history of war and forced migration. We will focus on how particular historical crises have led to the development of human rights protections for people displaced by war. What were these crises and how have they shaped the way we define the rights and status of refugees? How have these conventions been adapted to reflect the challenges of the World Wars, the Cold War, guerrilla warfare, and insurgency? We will study both developments in warfare and strategies for protecting civilians during war.

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

Equivalent Course(s): HMRT 36700, HIST 39511, HMRT 26700

HIST 29613. Colloquium: Hyde Park and Chicago's South Side as Historical Laboratory. 100 Units.

This colloquium uses Hyde Park and Chicago's South Side as a case study to introduce students to issues and methodologies in the history and historical geography of American urban life during the past century and a half. Discussions will focus on both primary and secondary source readings, and each participant will design and carry out an original research project.

Instructor(s): K. Conzen Terms Offered: Autumn

Prerequisite(s): Priority registration for third-year history majors

HIST 29638. History Colloquium: America in Asia/Asia in America. 100 Units.

This course will examine the historical dynamic between America and Asia. We will consider the effect of over a century's worth of U.S. wars in Asia, as well as the complex interactions—politically, culturally, and ideologically—among these discrete Asian nations and the U.S. from 1898 to 1975 (and beyond). We will address problems and tensions over the long history of Asian sojourners, immigrants, and citizens in the U.S, while we debate the difficult, contentious, but highly textured role of America in the world. As a junior colloquium, the course will be reserved for third-year History majors.

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

Prerequisite(s): Priority registration of third-year history majors

HIST 29639. History Colloquium: The Cartographic Imagination of America. 100 Units.

Maps aren't always what meets the eye . . . or what directs the traveler from point to point. They don't always measure linear distance. North is not always up. This research colloquium for history majors will investigate the multiple perspectives and themes of (primarily nineteenth-century) American cartography, investigating the ways that maps became tools of politics, economics, organization, and governance. Utilizing the considerable resources of the Special Collections Research Center and the Newberry Library, we will assess maps as primary sources capable of representing aggregate realities—such as the Census, as well as slavery, weather, and disease—in visual and spatial terms. Requirements include careful reading, active and thoughtful participation, and a 15-page work of original research that will be presented in class.

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

Prerequisite(s): Priority registration for third-year history majors

HIST 29640. History Colloquium: Cultural and Political History of 20th century Spain and Portugal. 100 Units.

This undergraduate colloquium explores great topics in the cultural and political history of 20th century Spain and Portugal, countries which are not often considered either by Latin American or by European histories. The course pays particular attention to such issue and moments as late colonialism, language, dictatorship, constitutional history, transition to democracy, nationalism, and literature and the arts.

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

Prerequisite(s): Priority registration of third-year history majors

HIST 29643. History Colloquium: Slavery, Freedom, and Immigration in Brazil. 100 Units.

Instructor(s): D. Borges Terms Offered: Autumn

Prerequisite(s): Priority registration for third-year history majors

HIST 29644. Hist Colloquium: The Greeks and Persian Empire. 100 Units.

The Greek politics of the late archaic and classical periods matured in the shadow of (and in some cases under the rule of) the Achaemenid Persian Empire, which, at its height, stretched from the Aegean to the Indus valley. From the mid sixth century B.C. until the end of the fourth century B.C, Greek politics and the Persian Empire engaged regularly with one another in warfare, diplomacy, and cultural exchange. In this course we will explore what the extant evidence (much of which reflects the Greek perspective) can tell us not only about specific episodes of such engagement, but also about the ways in which these episodes shaped the historical development of the societies in question, and in particular those of the Greek world.

Instructor(s): C. Hawkins Terms Offered: Autumn

Prerequisite(s): Priority registration for third-year history majors

HIST 29645. Hist Colloq: Humanitarianism--A History. Units.

Humanitarianism in its most general form is an ethics benevolence and sympathy extending universally and impartially to all human beings. Humanitarians understand the world as an affective community and insist that the world can be transformed--and if not transformed, suffering an ill-treatment can be alleviated by fearless vanguards of compassion. Humanitarianism is the ideology of radical liberals. Lately, the entire idea has come under attack as deceptive, fraudulent, and useless. Humanitarianism has failed and if anything it has not actively worsened humanitarian crises. Humanitarians promise relief and deliver a mess; the consort with the worst abusers of human rights; they have never changed anything. The main question we will explore is what we make of this critique. But first of all we ask: What do humanitarians do? What is their effect and when and where are they effective? Is it true that abolitionists have achieved the abolition of slavery? What about the struggle for social justice? About famine relief? About refugee aid? Rather than chasing one case after another, we will focus on the humanitarian rationale for action and how it differs from other rationales, say, of Pacifists, Marxists, liberal rights-based approaches, or power-political realists.

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

Prerequisite(s): Priority registration for third-year history majors

HIST 29700. Readings in History. 100 Units.

Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and undergraduate program coordinator

HIST 29801. BA Essay Seminar. 100 Units.

HIST 29801 and 29802 form a two-quarter sequence that is required of students with fourth-year standing who are majoring in history and writing a BA essay. Must be taken for a quality grade. This seminar provides students with a forum within which research problems are addressed and conceptual frameworks are refined. The class meets weekly.

Instructor(s): L. Auslander Terms Offered: Autumn

Prerequisite(s): Consent of instructor and undergraduate program coordinator

HIST 29802. BA Essay Seminar. 100 Units.

HIST 29801 and 29802 form a two-quarter sequence that is required of students with fourth-year standing who are majoring in history and writing a BA essay. Must be taken for a quality grade. The purpose of this course is to assist students in the preparation of drafts of their BA essay, which are formally presented and critiqued. The class meets weekly.

Instructor(s): L. Auslander Terms Offered: Winter

Prerequisite(s): HIST 29801

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

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

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

Prerequisite(s): Must have read *The Lord of the Rings* prior to first day.

Equivalent Course(s): RLST 22400, FNDL 24901

HIST 30802. Alexander the Great. 100 Units.

The exploits of Alexander the Great have fascinated historians since the end of the third century B.C. This course will provide an introduction not only to the history of Alexander's reign, but also to the main historiographical traditions (both ancient and modern) that shape our view of his legacy. All sources will be read in translation.

Instructor(s): C. Hawkins

Equivalent Course(s): HIST 20802, CLAS 34506, CLCV 24506

HIST 30803. Aristophanes' Athens. 100 Units.

This course will focus on nine of Aristophanes' plays in translation (*Acharnians*; *Wasps*; *Clouds*; *Peace*; *Birds*; *Lysistrata*; *Thesmophoriazousai*; *Frogs*; and *Ploutos*) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.

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

Equivalent Course(s): CLCV 23608, CLAS 33608, ANCM 33900, FNDL 23608, HIST 20803

HIST 31303. Byzantine Historians. 100 Units.

Reading and analysis of Byzantine historians and Byzantine historical thought. Includes Procopius Michael Attaleiates, Michael Psellos, Anna Comnena, Niketas Choniates. Lectures and discussion. Two take home essays.

Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 21303

HIST 31400. 18th-Century Britain. 100 Units.

This mixed lecture and discussion course explores the main political, social, intellectual, economic, and religious developments in Britain from the Glorious Revolution to Napoleonic wars. Emphasis is on the relationship between politics and the social order, and on the evolution of modes of political behavior.

Instructor(s): T. Cook Terms Offered: Winter
Equivalent Course(s): HIST 21400

HIST 31703. Byzantine Empire, 1025 to 1453. 100 Units.

Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*; D. M. Nicol, *Last Centuries of Byzantium*; the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a 10-page paper.

Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 21703, ANCM 36700, NEHC 20507

HIST 32002. Byzantine Military History. 100 Units.

Interpretation of major issues of institutional, operational, and strategic history between the fourth and fourteenth centuries. Readings include selections from Byzantine military manuals and historians, as well as recent historical assessments. Among topics are debates on the theme system and numbers. Final examination and short paper.

Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): ANCM 34606, NEHC 20510, NEHC 30510, HIST 22002

HIST 32203. The Holy Roman Empire, 962-1356. 100 Units.

During the first four centuries of its existence, the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen different nations was ruled—at least in theory—by the emperors during the High Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 962 (Emperor Otto I's coronation) and 1356 (the Golden Bull). Topics will include the changing nature of imperial authority from the Ottonians to the Habsburgs; the Church's and the nobility's establishment of quasi-independent lordships inside imperial territory; papal-imperial relations; and the eastward expansion of the empire.

Instructor(s): J. Lyon Terms Offered: Spring
Equivalent Course(s): HIST 22203

HIST 33000. Intellectual Property and Piracy. 100 Units.

Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students to understand why. It explains the principles of modern intellectual property, by examining their historical development over the last five hundred years. Using sources from the history of literature, art, and music—as well as from modern science and information technology—students will discover how piracy and property have clashed since the Renaissance, and still do so today. They will then be well-placed to address the central problem of intellectual property, and one of the most basic questions facing today's universities: What is the proper relation between creativity and commerce?

Instructor(s): A. Johns Terms Offered: Winter

Equivalent Course(s): CHSS 31900, HIPS 26700, LLSO 22104, HIST 23000

HIST 33001. Northern Renaissance/Early Reformation. 100 Units.

In surveying the history of this period, attention is devoted to the relationships between the movements of Renaissance and Reformation in northern Europe from the late fifteenth to the mid-sixteenth centuries. Primary texts are emphasized.

Instructor(s): H. Gray Terms Offered: Autumn

Equivalent Course(s): HIST 23001, LLSO 23112

HIST 33302. Europe, 1815-1914. 100 Units.

This is the second installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306), which surveys the history of Europe from the era of its greatest hegemony in the world to the eve of World War I. Themes considered include industrialization; the revolutions of 1848; the formation and consolidation of modern nation-states; the rise and travails of political liberalism and laissez faire; the spread of socialism in its various guises; international rivalries, alliances, and imperialism; and the causes, character, and effects of World War I.

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

Note(s): Only offered at the undergraduate level in 2013/2014

Equivalent Course(s): HIST 23302

HIST 33305. Europe, 1660-1815. 100 Units.

This is the first installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306), which offers a general introduction to the processes and events that constituted the passage to modernity in Europe: monarchical absolutism as a means to state-building on the Continent and its parliamentary alternative in Britain; the intellectual and cultural transformations effected by the Enlightenment, including the creation of a liberal public sphere; the French Revolution and its pan-European implications; the rise of the laissez-faire market and the Industrial Revolution; the emergence of feminism and socialism. The course will be conducted primarily by means of lectures. Readings will include both primary and secondary sources.

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

Note(s): Only offered at the undergraduate level in 2013/2014

Equivalent Course(s): HIST 23305

HIST 33306. Europe, 1914-present. 100 Units.

This is the third installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306). This lecture course will provide an advanced, introductory survey into twentieth-century European history. It provides a critical overview of the main political, social, and cultural developments. It pays attention to the shifting "weight" of European regions and, especially, of eastern and southern Europe. Of course, the course will cover the usual aspects of any such history, which include causes, experiences, and effects of World War I and World War II as well as the history of the Cold War in Europe and its intersection with decolonization; the emergent realities of an expanding European integration in a globalizing migration and trade regime and the resulting struggles with European identities; and, not least, the shifting balance from a work-oriented to a leisure- and consumer-oriented society. The latter is of particular interest because this shift is often linked to the growing renunciation of violence in European society, a veritable value-change, and the emergence of Europe as a peaceable kingdom or, as one American pundit has it, the transition of Europe from Mars to Venus. The turn to violence and the formation of extremely violent societies on one hand and the pacification of Europe and its societies on the other is the real thread running through the course. But the proof is, as they say, in the pudding. Has Europe really become more peaceable after 1989 than, say, in 1913? And if 2013 is like 1913, what might 2014 look like?

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

Equivalent Course(s): HIST 23306

HIST 33312. Jews in the Diaspora since 1945. 100 Units.

This lecture course surveys the main features of the social and political history of the Jews in the Diaspora from 1945 to the present. Among the topics discussed will be demographic change and migration; the long-term impact of the Shoah; Israel-Diaspora relations; the dissolution of the Jewish communities of the Muslim world; Soviet Jewry; and evolving Christian attitudes towards Jews.

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

Equivalent Course(s): HIST 23312

HIST 33511. Industry and Empire 1600-1830. 100 Units.

What was the place of the empire in Britain's Industrial Revolution? How much did colonial markets and resources contribute to economic growth in the metropole? Readings will include works by Williams, Brenner, de Vries, Parthasarathi, Zahedieh, Inikori, Barbier, and Belich, among others.

Instructor(s): F. Albritton Johnson Terms Offered: Autumn

Equivalent Course(s): HIST 23511

HIST 34001. Love and Eros: Japanese History. 100 Units.

Equivalent Course(s): GNSE 24001,GNSE 34001,HIST 24001,JAPN 24001,JAPN 34001

HIST 34206. Medicine and Culture in Modern East Asia. 100 Units.

This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine, the struggles over public health, gender, medicine, and modernity, consumer culture, and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): EALC 26201,EALC 36201,HIST 24206

HIST 34401. History of the Fatimid Caliphate. 100 Units.

Instructor(s): P. Walker Terms Offered: Spring

Equivalent Course(s): NEHC 30645,HIST 24401,NEHC 20645

HIST 34500. Reading Qing Documents. 100 Units.

Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.

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

Equivalent Course(s): HIST 24500,EALC 24500,EALC 34500

HIST 34802. Gender and Japanese History. 100 Units.

This course explores issues of gender within Japanese history from ancient to modern times, with a focus on the period from the eighteenth to the twentieth centuries.

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

Equivalent Course(s): EALC 25506,GNSE 24701,GNSE 34700,JAPN 25506,JAPN 35506,HIST 24802

HIST 34806. History of Japanese Philosophy. 100 Units.

What is philosophy and why does looking at Japanese philosophy make a difference? By examining Buddhist, Confucian, Shinto, and modern academic philosophical traditions, this course will provide a history of ideas found in Japan and central to thinking about being/non-being, government, ethics, aesthetics, economics, faith, and practice.

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

Equivalent Course(s): EALC 24807,EALC 34807,HIST 24806

HIST 35110. Philosophy of History: Narrative and Explanation. 100 Units.

This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (B) (II)

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

Equivalent Course(s): PHIL 20506, PHIL 30506, CHSS 35110, HIST 25110

HIST 35208. Motion Pictures in the Human Sciences. 100 Units.

This course will examine the relationship between moving images, particularly motion-picture films, and the human sciences broadly construed, from the early days of cinema to the advent of fMRI. It will use primary source documents alongside screenings to allow students to study what the moving image meant to researchers wishing to develop knowledge of mind and behavior—what they thought film could do that still photography, and unmediated human observation, could not. The kinds of motion pictures we will study will vary widely, from infant development studies to psychiatric films, from documentaries to research films, and from films made by scientists or clinicians as part of their laboratory or therapeutic work to experimental films made by seasoned film-makers. We will explore how people used the recordings they made, in their own studies, in communications with other scientists, and for didactic and other purposes. We will also discuss how researchers' claims about mental processes—perception, memory, consciousness, and interpersonal influence—drew on their understandings of particular technologies.

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

Equivalent Course(s): HIST 25208, CHSS 35208, HIPS 25208

HIST 35300. American Revolution, 1763 to 1789. 100 Units.

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution-making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.

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

Equivalent Course(s): HIST 25300, LLSO 20601

HIST 35415. History of Information. 100 Units.

'Information' in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.

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

Equivalent Course(s): CHSS 35415,LLSO 23501,HIST 25415

HIST 35505. Sciences of Memory in 20th Century. 100 Units.

This course will examine a series of episodes in the history of the understanding of autobiographical memory, beginning with the emergence of academic psychology, and also psychoanalysis, in the late nineteenth century, and ending with the "memory war" of the 1980s and 90s. The course will include an examination of the yoked history of beliefs about individual and "collective" memory, of the impact of memory therapies during the first and second World Wars, of the impact of innovations in brain surgery on beliefs about the physiological memory record and the neurophysiology of remembering, and the impact of the rise forensic psychology on the popular, scientific, and legal understanding of memory.

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

Equivalent Course(s): HIPS 28002,CHSS 31502,HIST 25510

HIST 35704-35804-35904. Islamic History and Society I-II; Islamic History and Society-III: The Modern Middle East.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

HIST 35704. 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): F. Donner Terms Offered: Autumn

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

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

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20501,HIST 25704,ISLM 30500,RLST 20501

HIST 35804. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

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

Equivalent Course(s): NEHC 20502,HIST 25804,ISLM 30600

HIST 35904. 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): A. 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): NEHC 20503,HIST 25904,ISLM 30700

HIST 35804-35904. Islamic History and Society II; Islamic History and Society-III: The Modern Middle East.**HIST 35804. Islamic History and Society II: The Middle Period. 100 Units.**

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

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

Equivalent Course(s): NEHC 20502,HIST 25804,ISLM 30600

HIST 35904. 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): A. 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): NEHC 20503,HIST 25904,ISLM 30700

HIST 35904. 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): A. 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): NEHC 20503,HIST 25904,ISLM 30700

HIST 36005. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of pre-modern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

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

Equivalent Course(s): NEHC 20605,NEHC 30605,HIST 26005

HIST 36101-36102-36103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 36101. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): LACS 16100,ANTH 23101,CRES 16101,HIST 16101,LACS 34600,SOSC 26100

HIST 36102. 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.

Terms Offered: Winter

Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,LACS 16200,LACS 34700,SOSC 26200

HIST 36103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,LACS 16300,LACS 34800,SOSC 26300

HIST 36102. 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.

Terms Offered: Winter

Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,LACS 16200,LACS 34700,SOSC 26200

HIST 36103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,LACS 16300,LACS 34800,SOSC 26300

HIST 36304. Literature and Society in Brazil. 100 Units.

This course surveys the relations between literature and society in Brazil, with an emphasis on the institution of the novel in the nineteenth and early twentieth centuries. The nineteenth-century Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction has been used and misused as a historical document of slavery and the rise of capitalism, of race relations, of patronage and autonomy, and of marriage, sex, and love. We will read works in translation by Manuel Antonio de Almeida, Jose de Alencar, Machado de Assis, Aluisio de Azevedo, and others.

Instructor(s): D. Borges Terms Offered: Spring

Equivalent Course(s): LACS 26304,LACS 36304,HIST 26304

HIST 36600. Critics of Colonialism. 100 Units.

Equivalent Course(s): SALC 20700,HIST 26600

HIST 36601. Postcolonial Theory. 100 Units.

Equivalent Course(s): SALC 20701,HIST 26601,SALC 30701

HIST 36602. Mughal India: Tradition and Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

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

Prerequisite(s): Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.

Equivalent Course(s): SALC 27701,HIST 26602,SALC 37701

HIST 37006. Not Just the Facts: Telling about the American South. 100 Units.

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

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

Equivalent Course(s): LLSO 25411, HIST 27006

HIST 37306. U.S. Women and Gender. 100 Units.

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

Equivalent Course(s): HMRT 27306, HMRT 37306, LLSO 27306, HIST 27306

HIST 37506. Changing America in the Twentieth Century. 100 Units.

This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption.

Two-day weekend field trip to the Mississippi River required.

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

Note(s): This course offered odd years.

Equivalent Course(s): GEOG 22100, GEOG 32100, HIST 27506

HIST 38800. Historical Geography of the United States. 100 Units.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.

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

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 21900, GEOG 31900, HIST 28800

HIST 38900. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

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

Note(s): This course offered in odd years.

Equivalent Course(s): GEOG 26100, ENST 26100, GEOG 36100, HIST 28900

HIST 39301. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (V) (I)

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

Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 21700, PHIL 31600, HIST 29301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

HIST 39302. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

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

Equivalent Course(s): HMRT 20200, HMRT 30200, CRES 29302, HIST 29302, INRE 31700, JWSC 26602, LAWS 41301, LLSO 27100

HIST 39303. Human Rights III: Contemporary Issues in Human Rights. 100 Units.

For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.

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

Equivalent Course(s): HMRT 20300, HMRT 30300, HIST 29303, INRE 31800, LAWS 78201, LLSO 27200

HIST 39313. Human Rights in Russia and Eurasia. 100 Units.

This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.

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

Equivalent Course(s): HIST 29312,SLAV 26500,SLAV 36500,HMRT 26500

HIST 39511. Civilians and War. 100 Units.

In this course, we will study the history of war and forced migration. We will focus on how particular historical crises have led to the development of human rights protections for people displaced by war. What were these crises and how have they shaped the way we define the rights and status of refugees? How have these conventions been adapted to reflect the challenges of the World Wars, the Cold War, guerrilla warfare, and insurgency? We will study both developments in warfare and strategies for protecting civilians during war.

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

Equivalent Course(s): HMRT 36700,HIST 29511,HMRT 26700

HIST 58300. Ottoman Diplomats and Paleography. 100 Units.

NEHC 40583 Readings in a variety of document types from the fifteenth and sixteenth centuries.

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

Prerequisite(s): Two years of modern Turkish and one year of Ottoman Turkish, or equivalent.

Equivalent Course(s): NEHC 40583

HIST 78201. Seminar: Ottoman World/Suleyman I. 100 Units.

Instructor(s): C. Fleischer Terms Offered: Autumn

Prerequisite(s): Upper level undergrads with consent only; reading knowledge of at least 1 European Language recommended

Equivalent Course(s): NEHC 30852

HIST 78202. Seminar: Ottoman World/Suleyman II. 100 Units.

Instructor(s): C. Fleischer Terms Offered: Winter

Prerequisite(s): NEHC 30852

Equivalent Course(s): NEHC 30853



HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE (HIPS)

PROGRAM OF STUDY

The BA program in the History, Philosophy, and Social Studies of Science and Medicine (HIPS) is designed for College students interested in studying science in terms of its historical development, conceptual structure, and social role. Students in the program must do sufficient work in one or more sciences to acquire a sound foundation for studying the nature of science. After securing this basis, they are expected to gain an understanding of how science arose, as well as how the content of scientific thought has changed and is changing, because of both its own internal dynamic and its interaction with the larger society in which it is embedded.

The HIPS program is designed to make possible the study of a wide range of social, historical, and conceptual issues relating to science. Students completing the program follow a number of different careers. Some pursue graduate study in the history and philosophy of science or in some field of science. Others find the program valuable preparation for the study of medicine, law, public policy, or science journalism. More generally, the goal of the program is to provide students with a sound basis on which to interpret and evaluate science and science policy. Some students choose to construct a degree program combining the requirements for the HIPS major with those for a major in the physical or biological sciences. Others, having met the HIPS program requirements, use electives to broaden their liberal arts education.

Students in other fields of study may also complete a minor in HIPS. Information follows the description of the major.

HIPS Sponsor

The Morris Fishbein Center for the History of Science and Medicine sponsors the HIPS program. Further information can be obtained in the center's office (SS 207).

PROGRAM REQUIREMENTS

Elements of the Curriculum. The curriculum of the program contains five principal elements:

1. The Foundation. All students must:

a. complete the general education requirement for the biological sciences (BIOS 10130 Core Biology) plus a topics course, or the first two courses of a Fundamental Sequence (BIOS 20186-20187 or BIOS 20196-20197 or BIOS 20234-20235);

b. complete the general education requirement in the physical sciences with a physics sequence (PHYS 12100-12200 General Physics I-II or equivalent) or a chemistry sequence (CHEM 11100-11200 Comprehensive General Chemistry

I-II, CHEM 10100 Introductory General Chemistry I and CHEM 10200 Introductory General Chemistry II, or equivalent), or have earned a score of 5 on the AP Chemistry or Physics test or a score of 4 or 5 on the AP Physics C Mechanics and E&M test;

c. complete a calculus sequence (MATH 13100-13200 Elementary Functions and Calculus I-II or higher), or have earned a score of 5 on the AP Calculus BC test;

d. complete the three-quarter sequence surveying the growth of science in Western civilization: HIPS 17300-17400-17501 Science, Culture, and Society in Western Civilization I-II-III or HIPS 17502 Science, Culture, and Society in Western Civilization IV: Modern Science.

2. Advanced Science. In addition to the science courses typically taken as part of the general education requirements, students are expected to take three courses in science, social sciences, or mathematics beyond the introductory level. They select these advanced courses according to their special aims, their area of concentration, and the subject of their bachelor's thesis.

3. Areas of Concentration. All students in the program determine an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. In consultation with the program director and their program adviser, students select five courses to constitute this concentration area. For example, some students may be particularly interested in the intellectual and social interactions between changing scientific knowledge and institutions, on the one hand, and evolving social institutions, on the other; a second group may be concerned with either epistemological issues related to the growth of science or moral and political problems attending the employment of technology; and a third group may wish to emphasize the study of science as a social or cultural activity.

4. Tutorials. Students are required to take two tutorial courses; this is typically done early in their program. With a specific focus that changes each year, these tutorials are small classes (from three to ten students) that emphasize discussion and writing. An updated list of courses is available in the HIPS office (SS 207) or at timeschedules.uchicago.edu.

5. Bachelor's Thesis and Junior Seminar. Third-year students enroll in a designated one-quarter seminar (HIPS 29800 Junior Seminar: My Favorite Readings in the History and Philosophy of Science) that deals with general aspects of history, philosophy, and social studies of science and medicine. In Spring Quarter of their third year, students must discuss their proposal for their bachelor's thesis with the program director. In consultation with the program director, students then sign up for a reading and research course (HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine) with an appropriate faculty member. In their fourth year, this research course should lead to a bachelor's thesis (HIPS 29900) that integrates each student's academic studies, bringing them to bear on a significant question related to some historical, conceptual, ethical, or social aspect of science. Fourth-year students also enroll in a two-quarter HIPS

30100 Bachelor's Thesis Workshop, which is comprised of meetings that focus on organizing, researching, writing, and revising the thesis.

SUMMARY OF REQUIREMENTS

General Education

HIPS 17300	Science, Culture, and Society in Western Civilization I	100
HIPS 17400	Science, Culture, and Society in Western Civilization II	100
HIPS 17501	Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance	100
or HIPS 17502	Science, Culture, and Society in Western Civilization IV: Modern Science	
One of the following combinations:		200
BIOS 10130	Core Biology	
and one Topics Course (BIOS 11000-19999)		
or		
BIOS 20186	Fundamentals of Cell and Molecular Biology (and)	
BIOS 20187	Fundamentals of Genetics	
or		
BIOS 20196	Ecology and Conservation (and)	
BIOS 20197	Evolution and Ecology	
or		
BIOS 20234	Molecular Biology of the Cell (and)	
BIOS 20235	Biological Systems	
One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or equivalent) *	
CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II (or equivalent) *	
PHYS 12100-12200	General Physics I and General Physics II (or higher) *	
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or higher) *	200
Total Units		900
Major		
3 courses in science, social sciences, or mathematics beyond the introductory level		300
5 courses in an area of concentration		500
Two of the following:		200
HIPS 29400	Tutorial	
HIPS 29500	Tut: Hist/Bio Of Emotions	

HIPS 29600	Tut:Sci/Cultv Goethe/Whitehead	
HIPS 29700	Readings and Research in History, Philosophy, and Social Studies of Science and Medicine	100
HIPS 29800	Junior Seminar: My Favorite Readings in the History and Philosophy of Science	100
HIPS 29900	Bachelor's Thesis	100
HIPS 30100	Bachelor's Thesis Workshop	100
Total Units		1400

* Credit may be granted by examination.

Examples of Concentrations

The following are meant to illustrate areas of concentration. They are not prescriptive, only suggestive. For the particular courses that might constitute their area of concentration, students should consult with the director of the program, examine this course catalog, and visit timeschedules.uchicago.edu.

History and Philosophy of Biological Science

HIPS 22700	Philosophical Problems in the Biological Sciences	100
HIPS 23600	Classical Readings in Anthropology: History and Theory of Human Evolution	100
HIPS 23900	Biological and Cultural Evolution	100
HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences	100
HIPS 28202	Topics in Philosophy of Science: Mechanism and Causation	100

Philosophy of Science

HIPS 20300	Scientific/Technological Change	100
HIPS 22000	Introduction to the Philosophy of Science	100
HIPS 22300	Philosophy of Social Science	100
HIPS 24900	Natural Philosophy 1200–1800	100

History of Medicine and Medical Ethics

HIPS 14900	History of Medicine since the Renaissance	100
HIPS 21400	Intro To Medical Ethics	100
HIPS 21600	Advanced Medical Ethics: Health Care	100
HIPS 25900	Darwinian Medicine	100

Admission

To be eligible for admission, students should have completed at least two of the four foundation course sequences listed in the preceding section and should have maintained a 3.2 GPA or higher in previous course work. Students should apply for admission no later than Autumn Quarter of their third year to the director of the program. The director advises students about the requirements, arranges a preliminary plan of study, and discusses scheduling conflicts and special cases.

Thereafter, a student chooses, in consultation with the director, a BA adviser from the staff.

HONORS

Students who meet the following criteria are considered for graduation with honors: (1) overall GPA of 3.3 or higher, (2) completion of a bachelor's thesis of A quality, and (3) a majority vote by the faculty in favor of honors.

GRADING

Students majoring in HIPS must receive quality grades in all courses meeting the requirements of the degree program, except HIPS 30100 Bachelor's Thesis Workshop must be taken for *P/F* grading. Nonmajors may take courses for *P/F* grading with consent of instructor.

ADVISERS

Drawn from many parts of the University, those listed in the Faculty Section of the HIPS program have direct responsibility for admitting students, formulating curriculum, and advising students.

MINOR PROGRAM IN HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE

Students in other fields of study may complete a minor in HIPS, in particular, the minor program in HIPS offers students who are majoring in science the opportunity to gain an understanding of the conceptual, historical, and social contexts in which their disciplines are situated.

The minor requires a total of six courses. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students should take at least two courses of the sequence HIPS 17300-17400-17501 Science, Culture, and Society in Western Civilization I-II-III or to meet the general education requirement in civilization studies. Additional courses in this sequence that are not used to meet the general education requirement can count toward courses required for the minor.

Students must complete one tutorial course.

The remaining five courses for the minor program should constitute an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. Students select the courses that constitute this concentration in consultation with the program director and their program adviser.

Students who elect the minor program in HIPS should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the program. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

The following groups of courses would satisfy the requirements for a minor in HIPS. They are only meant to illustrate possible plans of study; they are not prescriptive.

Tutorial:

HIPS 29405	Tutorial: Evolution and Pragmatism
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Concentration in History and Philosophy of Biology:

HIPS 22700	Philosophical Problems in the Biological Sciences
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HIPS 23600	Classical Readings in Anthropology: History and Theory of Human Evolution
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HIPS 23900	Biological and Cultural Evolution
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HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences
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HIPS 28202	Topics in Philosophy of Science: Mechanism and Causation
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Tutorial:

HIPS 29606	Tutorial: Medicine, Disease, and Death in American History
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Concentration in History of Medicine and Medical Ethics:

HIPS 17501	Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance (if not taken to meet general education requirements)
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HIPS 21400	Intro To Medical Ethics
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HIPS 21600	Advanced Medical Ethics: Health Care
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HIPS 24800	Gender and History and Science Technology and Medicine
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HIST/ PHILOS & SOCIAL STUDIES OF SCI/MED COURSES

HIPS 14900. History of Medicine since the Renaissance. 100 Units.

Equivalent Course(s): HIST 14900

HIPS 17300-17400-17501-17502. Science, Culture, and Society in Western Civilization I-II-III-IV.

Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. This three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.

The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.

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

Equivalent Course(s): HIST 17300

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.

Instructor(s): A. Johns Terms Offered: Winter

Equivalent Course(s): HIST 17400

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

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

Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.

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

Equivalent Course(s): HIST 17502

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.

Instructor(s): A. Johns Terms Offered: Winter

Equivalent Course(s): HIST 17400

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

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

Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.

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

Equivalent Course(s): HIST 17502

HIPS 20100. Introduction to the Philosophy of Science. 100 Units.

The natural sciences aim at discovering and explaining truths about the world. This enterprise gives rise to various philosophical questions, among them are: What distinguishes science from other forms of enquiry? Is there anything unique about the scientific method—in both its conceptual and experimental elements—that enables the discovery of different aspects of reality? Is science a progressive enterprise advancing towards uncovering truths about the world, or does it consist of one theory arbitrarily replacing its predecessor, without ever coming closer to a final truth? Is there such a thing as scientific objectivity, or are scientists trapped in their preexisting theoretical assumptions? What are the criteria for a scientific explanation? What are scientific laws? In discussing these questions, we will engage with some of the most influential views in the philosophy of science, and critically examine their arguments in light of important case-studies from the history of science. (B)

Instructor(s): C. Bloch Terms Offered: Autumn

HIPS 20300. Scientific/Technological Change. 100 Units.

Equivalent Course(s): CHSS 42300

HIPS 20500. Intermediate Logic. 100 Units.

In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström's theorem. (B) (II)

Instructor(s): A. Vasudevan Terms Offered: Winter

Equivalent Course(s): PHIL 39400,CHSS 33600,PHIL 29400

HIPS 20700. Elementary Logic. 100 Units.

An introduction to the techniques of modern symbolic logic. The focus will be on the syntax and semantics of classical propositional and first-order quantificational logic. The course will introduce methods for determining whether a given argument is valid or invalid. We will discuss how statements and arguments of ordinary discourse can be represented within the formal language of propositional and quantificational logic. There will also be discussion of some important meta-theorems for these logical systems. (B) (II)

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

Note(s): Course not for field credit.

Equivalent Course(s): PHIL 20100,CHSS 33500,PHIL 30000

HIPS 20800. Evolutionary Processes. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Note(s): This course does not meet requirements for the biological sciences major.

HIPS 21000. Introduction to Ethics. 100 Units.

In this course, we will read, write, think, and talk about moral philosophy, focusing on two classic texts, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*. We will work through both texts carefully and have a look at influential criticisms of utilitarianism and of Kant's ethics in the concluding weeks of the term. This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)

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

Equivalent Course(s): PHIL 21000

HIPS 21100. The Practice of Anthropology: Celebrity and Science in Paleanthropology. 100 Units.

This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 21406,ANTH 38300

HIPS 21200. Big Science and the Birth of the National Security State. 100 Units.

This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 22400, ANTH 34900

HIPS 21301. The Anthropology of Science. 100 Units.

Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.

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

Equivalent Course(s): ANTH 22105, ANTH 32300

HIPS 21400. Intro To Medical Ethics. 100 Units.

Equivalent Course(s): BIOS 29281

HIPS 21600. Advanced Medical Ethics: Health Care. 100 Units.**HIPS 21911. Medical Ethics: Who Decides and on What Basis? 100 Units.**

Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics.

Instructor(s): D. Brudney, A. Dudley Goldblatt, L. Ross Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological science major.

HIPS 22000. Introduction to the Philosophy of Science. 100 Units.

We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper's deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B)

Instructor(s): K. Davey Terms Offered: Autumn

HIPS 22300. Philosophy of Social Science. 100 Units.

Instructor(s): W. Wimsatt Terms Offered: Winter

Equivalent Course(s): CHSS 37700, PHIL 32900, PHIL 22900

HIPS 22401. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations. (A)

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

Prerequisite(s): Permission of instructor only.

Equivalent Course(s): CHDV 21500,GNSE 21500

HIPS 22601. Medicine and Society in Twentieth-Century China. 100 Units.

This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.

Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 23600,ANTH 33610

HIPS 22700. Philosophical Problems in the Biological Sciences. 100 Units.

Equivalent Course(s): CHSS 37600,PHIL 32700,EVOL 32700

HIPS 23000. The Organization of Knowledge. 100 Units.

This course explores several structures of knowledge that students may have encountered in their core and specialized education, with the goal of enabling students to identify and explore the implications of these different structures. We ask whether all knowledge is relative, and if so, to what? When things are structured differently, does that mean that knowledge is lost? Or are there several diverse ways of structuring knowledge, each of which may be viable? We read a wide range of classical and modern thinkers in various disciplines.

Instructor(s): H. Sinaiko, W. Sterner Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

HIPS 23400. Is Development Sustainable? 100 Units.

This discussion course grapples with the "big problem" of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.

Instructor(s): L. Mets, Staff Terms Offered: Will be offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): Background in environmental issues not required

Equivalent Course(s): BPRO 23400,NCDV 27300,PBPL 24400,ENST 24400

HIPS 23500. Comparative Primate Morphology. 200 Units.

This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes. Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15 Equivalent Course(s): ANTH 28300, ANTH 38200, EVOL 38200

HIPS 23600. Classical Readings in Anthropology: History and Theory of Human Evolution. 100 Units.

This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.

Instructor(s): R. Tuttle Terms Offered: Not offered 2013-14; will be offered 2014-15 Equivalent Course(s): ANTH 21102, ANTH 38400, EVOL 38400

HIPS 23700. Apes and Human Evolution. 100 Units.

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

Note(s): BIOS 23241 recommended.

HIPS 23900. Biological and Cultural Evolution. 100 Units.

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor required; core background in genetics and evolution recommended

Note(s): This course does not meet requirements for the biological sciences major.

HIPS 24000. Evolution of the Hominoidea. 200 Units.

This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.

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

Prerequisite(s): Third- or fourth-year standing and consent of instructor

Equivalent Course(s): ANTH 28100, ANTH 38100, EVOL 38100

HIPS 24300. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed. (A)

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

Note(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): PHIL 24800, CMLT 25001, FNDL 22001, GNSE 23100

HIPS 24800. Gender and History and Science Technology and Medicine. 100 Units.

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

Equivalent Course(s): HIST 25100, HIST 35100, CHSS 45100

HIPS 24900. Natural Philosophy 1200–1800. 100 Units.

Equivalent Course(s): CHSS 44900,HIST 24900,HIST 34900

HIPS 24913. Victorian Science. 100 Units.

Instructor(s): A, Winter Terms Offered: Winter

Equivalent Course(s): CHSS 34913,HIST 24913,HIST 34913

HIPS 25107. Sciences of Mind and the Moving Image. 100 Units.

This course will examine the relationship between moving images, particularly motion-picture films, and the human sciences broadly construed, from the early days of cinema to the advent of fMRI. It will use primary source documents alongside screenings to allow students to study what the moving image meant to researchers wishing to develop knowledge of mind and behavior - what they thought film could do that still photography, and unmediated human observation, could not. The kinds of motion pictures we will study will vary widely, from infant development studies to psychiatric films, from documentaries to research films, and from films made by scientists or clinicians as part of their laboratory or therapeutic work, to experimental films made by seasoned film-makers. We will explore how people used the recordings they made, in their own studies, in communications with other scientists, and for didactic and other purposes. We will also discuss how researchers' claims about mental processes - perception, memory, consciousness, and interpersonal influence - drew on their understandings of particular technologies.

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

Equivalent Course(s): CHSS 35107,HIST 25107,HIST 35107

HIPS 25203. Media Ecology: Embodiment and Software. 100 Units.

Media ecology examines how the structure and content of our media environments —online and offline, in words, images, sounds, and textures— affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

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

Equivalent Course(s): HUMA 25202,LLSO 27801,CMST 25204,TAPS 28452

HIPS 25208. Motion Pictures in the Human Sciences. 100 Units.

This course will examine the relationship between moving images, particularly motion-picture films, and the human sciences broadly construed, from the early days of cinema to the advent of FMRI. It will use primary source documents alongside screenings to allow students to study what the moving image meant to researchers wishing to develop knowledge of mind and behavior—what they thought film could do that still photography, and unmediated human observation, could not. The kinds of motion pictures we will study will vary widely, from infant development studies to psychiatric films, from documentaries to research films, and from films made by scientists or clinicians as part of their laboratory or therapeutic work to experimental films made by seasoned film-makers. We will explore how people used the recordings they made, in their own studies, in communications with other scientists, and for didactic and other purposes. We will also discuss how researchers' claims about mental processes—perception, memory, consciousness, and interpersonal influence—drew on their understandings of particular technologies.

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

Equivalent Course(s): HIST 25208, CHSS 35208, HIST 35208

HIPS 25303. Approaching Infinity: A History of Imaginative Attempts. 100 Units.

This course is a history of an inquiry. The problem of infinity and the nature of the infinite have encroached upon the history of thought in sundry ways: it has inspired both caution and self-abandon, humility and hubris; it has driven thinkers to labyrinths of reasoning and heights of abstraction—and yet continued to defy the simplest logic; it has led us into the profusion of the natural world, and it has also turned us utterly away from nature. Where is the infinite to be found? Since antiquity, the infinite has been real to our minds—but some definitions have it that the infinite is precisely that which is beyond seeking. So a better question might be, what kind of mind would create something essentially impossible to find?

Instructor(s): L. Huang Terms Offered: Spring 2013

Equivalent Course(s): HIST 25011

HIPS 25307. History and Historiography of Science. 100 Units.

Science poses particular problems of historical understanding because it claims to reveal truths independent of human culture and historical change. Yet scholars have argued for decades that both the enterprise of science and, indeed, scientific knowledge itself can be accounted for historically. Since World War II a thriving discipline has arisen to pursue this objective. It has transformed our understanding of such central topics as the practice of experiment, the social meaning of nature, and the constitution of scientific authority. History and Historiography of Science offers an opportunity to see how historians of science have achieved this. We will read both canonical works and new research, in order to understand how they practice their craft of bringing history to bear on what seems the most unhistorical of subjects.

Instructor(s): A. Johns Terms Offered: Winter

Equivalent Course(s): CHSS 35307, HIST 25307, HIST 35307

HIPS 25408. The History of Suggestion. 100 Units.

This course examines the history of studies of the nature of what has commonly become known as suggestion—subtle influences over personal and group behavior that are thought to affect us outside our conscious awareness or control. The idea of an unconscious influence of this kind has deep roots, but it was only in the nineteenth and twentieth centuries that it became a major focus of research, controversy and reflection. The course will examine the development and significance of characterizations of suggestion and related concepts of subtle influence in medicine, advertising, and various fields in the sciences. Course materials will include primary sources in those areas, literary materials, and film.

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

Equivalent Course(s): CHSS 35408,HIST 25408,HIST 35408

HIPS 25600. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories. This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

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

Prerequisite(s): Prior statistics course

Equivalent Course(s): STAT 26700,CHSS 32900,STAT 36700

HIPS 25601. Evolution and Economics. 100 Units.

What can evolutionary theory tell us about economics? The link between the two disciplines was evident already in Darwin's recognition of his intellectual debt to Malthus and Smith. But the meaning of evolution in the social domain, in particular its economic and political implications, were from the outset the object of heated debates. Under the auspices of the theory of evolution the most disparate conceptions of progress, and diametrically opposed political positions were heralded in the past 150 years. Today there is still great disagreement as to how evolutionary principles can be applied to economics and what practical conclusions we can gain from understanding them.

Instructor(s): Naomi Beck Terms Offered: Spring 2013

HIPS 25700. Science in Victorian Britain. 100 Units.

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

HIPS 25801. Evolutionary Theory and Its Role in the Human Sciences. 100 Units.**HIPS 25900. Darwinian Medicine. 100 Units.**

Equivalent Course(s): BIOS 22257

HIPS 25901. Evolution of Mind and Morality: Nineteenth to Twenty-First Centuries. 100 Units.

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

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CHSS 35900,HIST 25501,HIST 35501,PHIL 24300,PHIL 34300,PSYC 28200

HIPS 25902. A History of Cell and Molecular Biology. 100 Units.

This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework. ,This new course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.

Instructor(s): K. Matlin,Karl Matlin Terms Offered: Spring, Spring 2013

Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.,

HIPS 25902. A History of Cell and Molecular Biology. 100 Units.

This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework. ,This new course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.

Instructor(s): K. Matlin,Karl Matlin Terms Offered: Spring, Spring 2013

Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.,

HIPS 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.

A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume. (A)

Instructor(s): A. Schechtman Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended

Equivalent Course(s): PHIL 26000

HIPS 26101. Social and Cultural Foundations of Mental Health. 100 Units.

The wellbeing of individuals depends on sociocultural as well as psychobiological conditions, yet current professional thinking about mental health and illness focuses almost exclusively on psychobiological factors. Mental health is influenced significantly by the levels and types of environmental support and of stress that persons experience in their social milieus, which differentially affect their individual strengths and vulnerabilities. This course aims to broaden our concepts of positive mental health by examining the contributions of major social scientific theorists, such as Durkheim, Freud, Simmel, Weber, Mead and other classic and recent writers whose works demonstrate the vital connection between individual personality and sociocultural context. The course will consist of lectures and discussion of readings, with grades based on short paper assignments. (D; 4)

Instructor(s): D. Orlinsky Terms Offered: Spring 2013

Equivalent Course(s): CHDV 38701

HIPS 26203. Nature/Culture. 100 Units.

Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders).

Instructor(s): J. Masco Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 23805, ANTH 43805, CHSS 32805

HIPS 26502. Social Studies of Science. 100 Units.

Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): SOCI 20148, SOCI 30148, CHSS 30310

HIPS 26700. Intellectual Property and Piracy. 100 Units.

Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students to understand why. It explains the principles of modern intellectual property, by examining their historical development over the last five hundred years. Using sources from the history of literature, art, and music—as well as from modern science and information technology—students will discover how piracy and property have clashed since the Renaissance, and still do so today. They will then be well-placed to address the central problem of intellectual property, and one of the most basic questions facing today's universities: What is the proper relation between creativity and commerce?

Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 31900, LLSO 22104, HIST 33000, HIST 23000

HIPS 26701. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine."

Instructor(s): R. Richards Terms Offered: Winter
Note(s): German is not required, but helpful.
Equivalent Course(s): CHSS 31202, PHIL 20610, PHIL 30610, GRMN 25304, GRMN 35304, FNDL 23511, HIST 25304

HIPS 28002. Sciences of Memory in 20th Century. 100 Units.

This course will examine a series of episodes in the history of the understanding of autobiographical memory, beginning with the emergence of academic psychology, and also psychoanalysis, in the late nineteenth century, and ending with the "memory war" of the 1980s and 90s. The course will include an examination of the yoked history of beliefs about individual and "collective" memory, of the impact of memory therapies during the first and second World Wars, of the impact of innovations in brain surgery on beliefs about the physiological memory record and the neurophysiology of remembering, and the impact of the rise of forensic psychology on the popular, scientific, and legal understanding of memory.

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

Equivalent Course(s): CHSS 31502, HIST 35505, HIST 25510

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.

Instructor(s): J. Lear, C. Vogler Terms Offered: Winter

Prerequisite(s): Open to students who are majoring in philosophy with advanced standing

Equivalent Course(s): PHIL 38209, SCTH 37501

HIPS 28202. Topics in Philosophy of Science: Mechanism and Causation. 100 Units.

Instructor(s): B. Fogel Terms Offered: Spring

Note(s): Background in science not required.

Equivalent Course(s): PHIL 21109, PHIL 31109

HIPS 28601. Environment and the Body. 100 Units.

Instructor(s): A. Gugliotta Terms Offered: Winter

HIPS 28801. Environmental Law. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

HIPS 29400-29500-29600. Tutorial.

Tutorial

HIPS 29400. Tutorial. 100 Units.

Terms Offered: Autumn

HIPS 29500. Tut: Hist/Bio Of Emotions. 100 Units.

For course description contact HIPS.

HIPS 29600. Tut: Sci/Cultv Goethe/Whitehead. 100 Units.

For course description contact HIPS.

HIPS 29405. Tutorial: Evolution and Pragmatism. 100 Units.**HIPS 29500. Tut: Hist/Bio Of Emotions. 100 Units.**

For course description contact HIPS.

HIPS 29600. Tut: Sci/Cultv Goethe/Whitehead. 100 Units.

For course description contact HIPS.

HIPS 29606. Tutorial: Medicine, Disease, and Death in American History. 100 Units.

Equivalent Course(s): HIST 24904

HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.

Terms Offered: Autumn, Winter, Spring

Note(s): Students are required to submit the College Reading and Research Course Form.

HIPS 29800. Junior Seminar: My Favorite Readings in the History and Philosophy of Science. 100 Units.

This course introduces some of the most important and influential accounts of science to have been produced in modern times. It provides an opportunity to discover how philosophers, historians, anthropologists, and sociologists have grappled with the scientific enterprise, and to assess critically how successful their efforts have been. Authors likely include Karl Popper, Thomas Kuhn, Robert Merton, Steven Shapin, and Bruno Latour.

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

Equivalent Course(s): HIST 25503

HIPS 29900. Bachelor's Thesis. 100 Units.

This is a research course for independent study related to thesis preparation.

Terms Offered: Autumn, Winter, Spring

Note(s): Students are required to submit the College Reading and Research Course Form.

HIPS 30100. Bachelor's Thesis Workshop. 100 Units.

The purpose of this course is to assist students in organizing, researching, writing, and revising their thesis.

Terms Offered: Autumn, Winter

Note(s): HIPS 30100 must be taken for P/F grading. Students register only once (in Autumn or Winter Quarter) but attend for two quarters.



HUMANITIES

First-year general education courses engage students in the pleasure and challenge of humanistic works through the close reading of literary, historical, and philosophical texts. These are not survey courses; rather, they work to establish methods for appreciating and analyzing the meaning and power of exemplary texts. The class discussions and the writing assignments are based on textual analysis. These courses meet the general education requirements in the interpretation of historical, literary, and philosophical texts. In combination with these courses, students are required to take that introduce the analysis and practice of expert academic writing.

The 20000-level Collegiate courses in Humanities seek to extend humanistic inquiry beyond the scope of the general education requirements. A few of them also serve as parts of special degree programs. All of these courses are open as electives to students from any Collegiate Division.

GENERAL EDUCATION SEQUENCES

All HUMA 10000-level sequences that meet general education requirements are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring).

NOTE: Students registered in HUMA 10000-level sequences that meet general education requirements must attend the first and second class sessions or their registration will be dropped.

HUMA 11000-11100-11200. Readings in World Literature I-II-III.

This sequence examines the relationship between the individual and society in a rich and exciting selection of literary texts from across the globe. We address the challenges faced by readers confronting foreign literatures, reading across time and cultures, and reading texts in translation. We focus on two major literary themes and genres: Epic Poetry (Autumn Quarter) and Biography/Autobiography (Winter Quarter). Selected readings may include: Homer's *Odyssey*, the *Epic of Gilgamesh*, the Ancient Indian *Mahabharata*, Saint Augustine's *Confessions*, Vladimir Nabokov's *Invitation of a Beheading*, *Invitation of a Beheading*, and Wole Soyinka's *Ake: The Years of Childhood*. Students wishing to take the third quarter of this sequence in the Spring Quarter choose among a selection of topics (e.g., "Gender and Literature," "Crime Fiction and Murder Mysteries," "Reading the Middle Ages: Europe and Asia," or "Poetry."

HUMA 11000. Readings in World Literature I. 100 Units.

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.

HUMA 11100. Readings in World Literature II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 11000

Note(s): These courses must be taken in sequence.

HUMA 11200. Readings in World Literature III. 100 Units.

Terms Offered: Spring

Prerequisite(s): HUMA 11100

Note(s): These courses must be taken in sequence.

HUMA 11100. Readings in World Literature II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 11000

Note(s): These courses must be taken in sequence.

HUMA 11200. Readings in World Literature III. 100 Units.

Terms Offered: Spring

Prerequisite(s): HUMA 11100

Note(s): These courses must be taken in sequence.

HUMA 11500-11600-11700. Philosophical Perspectives I-II-III.

This sequence considers philosophy in two lights: as an ongoing series of arguments addressed to certain fundamental questions about the place of human beings in the world, and as a historically situated discipline interacting with and responding to developments in other areas of thought and culture. Readings tend to divide between works of philosophy and contemporaneous works of literature, but they may also include texts of scientific, religious, or legal practice.

HUMA 11500. Philosophical Perspectives I. 100 Units.

In Autumn Quarter, we explore fundamental ethical questions—concerning virtue, the good life, the role of the individual in society—as they were formulated by ancient Greek writers and philosophers. Our focus is on Plato, Aristotle, and the Greek dramatists.

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.

HUMA 11600. Philosophical Perspectives II. 100 Units.

Winter Quarter explores metaphysical and epistemological questions as they arise in seminal writings of the sixteenth and seventeenth centuries. Skeptical arguments—about the possibility of various kinds of knowledge and of freedom—are a focus. Authors tend to include Descartes, Hume, Shakespeare, and others.

Terms Offered: Winter

Prerequisite(s): HUMA 11500

Note(s): These courses must be taken in sequence.

HUMA 11700. Philosophical Perspectives III. 100 Units.

In Spring Quarter we discuss ethical and epistemological questions having to do with self-knowledge and knowledge of others, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors tend to include Hume, Kant, and Melville.

Terms Offered: Spring

Prerequisite(s): HUMA 11600

Note(s): These courses must be taken in sequence.

HUMA 11600. Philosophical Perspectives II. 100 Units.

Winter Quarter explores metaphysical and epistemological questions as they arise in seminal writings of the sixteenth and seventeenth centuries. Skeptical arguments — about the possibility of various kinds of knowledge and of freedom — are a focus. Authors tend to include Descartes, Hume, Shakespeare, and others.

Terms Offered: Winter

Prerequisite(s): HUMA 11500

Note(s): These courses must be taken in sequence.

HUMA 11700. Philosophical Perspectives III. 100 Units.

In Spring Quarter we discuss ethical and epistemological questions having to do with self-knowledge and knowledge of others, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors tend to include Hume, Kant, and Melville.

Terms Offered: Spring

Prerequisite(s): HUMA 11600

Note(s): These courses must be taken in sequence.

HUMA 12000-12100-12200. Greek Thought and Literature I-II-III.

The first two quarters of this sequence are designed as a complete unit, and they approach their subject matter both generically and historically. First, they offer an introduction to humanistic inquiry into the most important genres of Western literature: epic poetry (Homer); tragedy (Aeschylus, Sophocles, and Euripides); historiography (Herodotus and Thucydides); philosophic dialogue (Plato); and comedy (Aristophanes). Secondly, they offer a broad introduction to ancient Greek thought and culture, which aims at understanding what ancient works meant to their original authors and audiences as well as how they reflect the specific historical conditions of their composition.

HUMA 12000. Greek Thought and Literature I. 100 Units.

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.

HUMA 12100. Greek Thought and Literature II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 12000

Note(s): These courses must be taken in sequence.

HUMA 12200. Greek Thought and Literature III. 100 Units.

In Spring Quarter, each section builds on the experience of the previous two quarters by tracing the development of a different literary genre (e.g., historiography or tragedy) or cultural mode of expression (e.g., philosophy or oratory) from the Greeks and Romans into the modern period. Thus, for example, a section on epic might progress from Vergil and Milton to Derek Walcott's modern epic *Omeros*, and one on comedy from Plautus and Shakespeare to *The Simpsons*.

Terms Offered: Spring

Prerequisite(s): HUMA 12100

Note(s): These courses must be taken in sequence.

HUMA 12100. Greek Thought and Literature II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 12000

Note(s): These courses must be taken in sequence.

HUMA 12200. Greek Thought and Literature III. 100 Units.

In Spring Quarter, each section builds on the experience of the previous two quarters by tracing the development of a different literary genre (e.g., historiography or tragedy) or cultural mode of expression (e.g., philosophy or oratory) from the Greeks and Romans into the modern period. Thus, for example, a section on epic might progress from Vergil and Milton to Derek Walcott's modern epic *Omeros*, and one on comedy from Plautus and Shakespeare to *The Simpsons*.

Terms Offered: Spring

Prerequisite(s): HUMA 12100

Note(s): These courses must be taken in sequence.

HUMA 12300-12400-12500. Human Being and Citizen I-II-III.

Socrates asks, "Who is a knower of such excellence, of a human being and of a citizen?" We are all concerned to discover what it means to be an excellent human being and an excellent citizen, and to learn what a just community is. This course explores these and related matters, and helps us to examine critically our opinions about them. To this end, we read and discuss seminal works of the Western tradition, selected both because they illumine the central questions and because, read together, they form a compelling record of human inquiry. Insofar as they force us to consider different and competing ways of asking and answering questions about human and civic excellence, it is impossible for us to approach these writings as detached spectators. Instead, we come to realize our own indebtedness to our predecessors and are inspired to continue their task of inquiry. In addition to providing a deeper appreciation of who we are as human beings and citizens, this course aims to cultivate the liberating skills of careful reading, writing, speaking, and listening. 2012–13 readings for this Core sequence consisted of philosophical and literary texts of from different periods, organized around the themes of "Human Being" and "Citizen" (from Plato's *Apology*). In the Autumn, students read Genesis, Plato (*Laches* and *Apology*), Sophocles (*Antigone*) and Homer (*Iliad*). Readings for the Winter were Aristotle's *Nicomachean Ethics*, Augustine's *Confessions*, and Dante's *Inferno*. The texts for the Spring were Shakespeare's *Measure for Measure*, Kant's "What Is Enlightenment?" and *Groundwork of the Metaphysics of Morals*, a selection of American political and literary documents, and Herman Melville's *Billy Budd*.

HUMA 12300. Human Being and Citizen I. 100 Units.

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.

HUMA 12400. Human Being and Citizen II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 12300

Note(s): These courses must be taken in sequence.

HUMA 12500. Human Being and Citizen III. 100 Units.

Terms Offered: Spring

Prerequisite(s): HUMA 12400

Note(s): These courses must be taken in sequence.

HUMA 12400. Human Being and Citizen II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 12300

Note(s): These courses must be taken in sequence.

HUMA 12500. Human Being and Citizen III. 100 Units.

Terms Offered: Spring

Prerequisite(s): HUMA 12400

Note(s): These courses must be taken in sequence.

HUMA 13500-13600-13700. Introduction to the Humanities I-II-III.

This sequence emphasizes writing, both as an object of study and as a practice. As we study the texts of the course, we pay special attention to the nature and effects of different writing structures and styles: How does the written form of a text influence the way that we interpret it? The texts raise enduring humanistic issues, such as the nature of justice, the scope of freedom, and the stability of knowledge. As we consider these questions, we consider how our views are shaped by the very language used to ask and to answer. This sequence also emphasizes writing as practice. Over the course of the year, students average one writing assignment per week, and we discuss these assignments in seminar groups of five or six. The writing workload is significant: this is not a course in remedial writing; rather it is a course for students who are particularly interested in writing or who want to become particularly proficient writers. Readings for this course are selected not thematically or chronologically but to serve the focus on writing.

HUMA 13500. Introduction to the Humanities I. 100 Units.

In the Autumn Quarter, we read two of Plato's Dialogues, the Declaration of Independence, selections from *The Peloponnesian War*, and *Measure for Measure*.
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.

HUMA 13600. Introduction to the Humanities II. 100 Units.

In the Winter Quarter, we read further selections from *The Peloponnesian War*, Harriet Jacobs's *Incidents in the Life of a Slave Girl*, Joseph Conrad's *Heart of Darkness*, Virginia Woolf's *The Waves*, and Friedrich Nietzsche's *Beyond Good and Evil*.

Terms Offered: Winter

Prerequisite(s): HUMA 13500

Note(s): These courses must be taken in sequence.

HUMA 13700. Introduction to the Humanities III. 100 Units.

In the Spring Quarter, we read Descartes's *Meditations*, Tolstoy's *War and Peace*, and selections from radical feminist prose.

Terms Offered: Spring

Prerequisite(s): HUMA 13600

Note(s): These courses must be taken in sequence.

HUMA 13600. Introduction to the Humanities II. 100 Units.

In the Winter Quarter, we read further selections from *The Peloponnesian War*, Harriet Jacobs's *Incidents in the Life of a Slave Girl*, Joseph Conrad's *Heart of Darkness*, Virginia Woolf's *The Waves*, and Friedrich Nietzsche's *Beyond Good and Evil*.

Terms Offered: Winter

Prerequisite(s): HUMA 13500

Note(s): These courses must be taken in sequence.

HUMA 13700. Introduction to the Humanities III. 100 Units.

In the Spring Quarter, we read Descartes's *Meditations*, Tolstoy's *War and Peace*, and selections from radical feminist prose.

Terms Offered: Spring

Prerequisite(s): HUMA 13600

Note(s): These courses must be taken in sequence.

HUMA 14000-14100-14200. Reading Cultures: Collection, Travel, Exchange I-II-III.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation. In the process the sequence explores questions about memory, home, and belonging; the various historical forms of cultural production, from epic to folk tale, music, film, and novels; about the challenges of translation to responsible interpretation; about texts as formative sources of human community, inter-personal obligation, and transcendence; about hybridity and the legacy of colonialism; and, of course, about the role of humanistic inquiry in addressing all these questions. The year is divided into three conceptual themes that allow us to explore the above questions: homelands, travel, and exchange. Readings in the past have included Homer's *The Odyssey*, *The Arabian Nights*, Honoré de Balzac's *Pierre Grassou*, Harriet Jacobs's *Incidents in the Life of a Slave Girl*, Charles Baudelaire's *Paris Spleen*, Charlie Chaplin's *Modern Times*, Zora Neale Hurston's *Of Mules and Men*, T. S. Eliot's *The Waste Land*, Orson Welles's *Citizen Kane*, Tomás Rivera's *And the Earth Did Not Devour Him*, Teresa Cha's *Dictee*, Jamaica Kincaid's *A Small Place*, the Coen Brothers' *O Brother, Where Art Thou?*, Haruki Murakami's *Sputnik Sweetheart*, Alfonso Cuarón's *y tu mamá también*, a visit to a museum, graphic novels, music, visual art, and cultural criticism.

HUMA 14000. Reading Cultures: Collection, Travel, Exchange I. 100 Units.

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.

HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 14000

Note(s): These courses must be taken in sequence.

HUMA 14200. Reading Cultures: Collection, Travel, Exchange III. 100 Units.

Terms Offered: Spring

Prerequisite(s): HUMA 14100

Note(s): These courses must be taken in sequence.

HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.

Terms Offered: Winter

Prerequisite(s): HUMA 14000

Note(s): These courses must be taken in sequence.

HUMA 14200. Reading Cultures: Collection, Travel, Exchange III. 100 Units.

Terms Offered: Spring

Prerequisite(s): HUMA 14100

Note(s): These courses must be taken in sequence.

HUMA 16000-16100-16200. Media Aesthetics: Image, Text, Sound I-II-III.

This three-quarter sequence introduces students to the skills, materials, and relationships of a variety of disciplines in the humanities, including literature, cinema studies, philosophy, music and sound studies, theater, and the visual arts. We construe "aesthetics" broadly: as a study in sensory perception, value, and the close analysis of artistic objects. "Medium," too, is understood along a spectrum of meanings that range from the materials of art (words, sound, paint, stone, film, air, light) to various technical apparatuses and communications systems (print, photography, film, radio, television, and digital media). Our central questions include: What is the relation between media and various kinds of art? Can artistic uses of media be distinguished from non-artistic uses? What is the relation between media and human sensations and perceptions? How do media produce pity, fear, or pleasure? Do we learn new ways of seeing and hearing through the devices involved in painting, photography, music, and cinema? What happens when we adapt or translate objects into other media: painting into photography, writing into film, or music into video? This not a course in "media studies" in any narrow sense. It is rooted in a broad range of criticism and philosophy by such writers as Plato, Aristotle, Nietzsche, Freud, Benjamin, Bazin, Derrida, Mulvey, Baudrillard, and Barthes. It ranges across historical eras to consider aesthetic objects of many kinds: films, paintings, photographs, novels, plays, stories, poems, songs, and albums. Occasionally, we ask questions about how the aesthetic object is situated in cultural history. More often, though, we will be fostering sensitivity to, and analysis of, the sensory, cognitive, and emotional shaping of the aesthetic experience as framed by the medium in which it occurs.

HUMA 16000. Media Aesthetics: Image, Text, Sound I. 100 Units.

The Autumn Quarter focuses on seeing, especially on the problems that arise when objects and texts seem to offer themselves as images that constitute visual "reflections" or "imitations" of the world (e.g., Velázquez's *Las Meninas*, Hitchcock's *Vertigo*, Wilde's *The Picture of Dorian Gray*, and Cindy Sherman's photographs).

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.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.

The Winter Quarter will focus on reading and writing, and questions associated with objects considered as material texts to be “translated” or “interpreted” (e.g., Kosuth’s conceptual art, Genesis, Shakespeare’s *Hamlet*, Welles’s *Citizen Kane*, Cha’s *Dictée*, Bechdel’s *Fun Home*).

Terms Offered: Winter

Prerequisite(s): HUMA 16000

Note(s): These courses must be taken in sequence.

HUMA 16200. Media Aesthetics: Image, Text, Sound III. 100 Units.

The Spring Quarter will focus on listening, with particular emphasis on how sounds acquire meaning or significance, how music and the voice can express desire, suffering, or overwhelm the intellect, and the many possible relationships between sound, image, poetry, song, and lyrics (Emily Dickinson’s “Split the Lark,” John Cage’s 4’33’’, Du Bois’s *The Souls of Black Folk*, Nietzsche’s *Birth of Tragedy*, and albums by Kanye West and Michael Jackson).

Terms Offered: Spring

Prerequisite(s): HUMA 16100

Note(s): These courses must be taken in sequence.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.

The Winter Quarter will focus on reading and writing, and questions associated with objects considered as material texts to be “translated” or “interpreted” (e.g., Kosuth’s conceptual art, Genesis, Shakespeare’s *Hamlet*, Welles’s *Citizen Kane*, Cha’s *Dictée*, Bechdel’s *Fun Home*).

Terms Offered: Winter

Prerequisite(s): HUMA 16000

Note(s): These courses must be taken in sequence.

HUMA 16200. Media Aesthetics: Image, Text, Sound III. 100 Units.

The Spring Quarter will focus on listening, with particular emphasis on how sounds acquire meaning or significance, how music and the voice can express desire, suffering, or overwhelm the intellect, and the many possible relationships between sound, image, poetry, song, and lyrics (Emily Dickinson’s “Split the Lark,” John Cage’s 4’33’’, Du Bois’s *The Souls of Black Folk*, Nietzsche’s *Birth of Tragedy*, and albums by Kanye West and Michael Jackson).

Terms Offered: Spring

Prerequisite(s): HUMA 16100

Note(s): These courses must be taken in sequence.

HUMA 17000-17100-17200. Language and the Human I-II-III.

Language is at the center of what it means to be human and is instrumental in most humanistic pursuits. With it, we understand others, describe, plan, narrate, learn, persuade, argue, reason, and think. This course aims to provoke us to critically examine common assumptions that determine our understanding of texts, of ourselves, and of others.

HUMA 17000. Language and the Human I. 100 Units.

The Autumn Quarter of this sequence explores fundamental questions of the nature of language, concentrating on language in the individual: the properties of human languages (spoken and signed) as systems of communication distinct from other forms (including animal and artificial systems), whether some languages are more primitive than others, how language is acquired, used, changes, and evolves. Typical texts used include Plato's *Cratylus*, parts of *Finnegans Wake*, Locke, Truffaut's *L'enfant sauvage*, Turing.

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.

HUMA 17100. Language and the Human II. 100 Units.

The Winter Quarter is generally devoted to examining how language mediates between the individual and society, its origin, spread, evolution, and development, and its role in power, identity, culture, nationalism, thought, and persuasion, as well as its use in naming, politeness, irony, and metaphor. Further examined are the natures of translation and bilingualism, language and artificial intelligence, invented languages, and to what extent language shapes or influences perception of the world and cognition. Readings typically from Whorf, Orwell, Grice, and others.

Terms Offered: Winter

Prerequisite(s): HUMA 17000

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.

HUMA 17200. Language and the Human III. 100 Units.

The topics addressed in the Spring Quarter vary from year to year: In 2013–14, we may look at language and poetry, the nature of metaphor, and the philosophy of language. These questions are examined through classic and contemporary primary and secondary literature, with readings which may be drawn from literary, linguistic, philological, and philosophical traditions (in varying years, from parts of the Bible, *Beowulf*, Chaucer, Descartes, and Rousseau to Borges, Chomsky, and others).

Terms Offered: Spring

Prerequisite(s): HUMA 17100

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.

HUMA 17100. Language and the Human II. 100 Units.

The Winter Quarter is generally devoted to examining how language mediates between the individual and society, its origin, spread, evolution, and development, and its role in power, identity, culture, nationalism, thought, and persuasion, as well as its use in naming, politeness, irony, and metaphor. Further examined are the natures of translation and bilingualism, language and artificial intelligence, invented languages, and to what extent language shapes or influences perception of the world and cognition. Readings typically from Whorf, Orwell, Grice, and others.

Terms Offered: Winter

Prerequisite(s): HUMA 17000

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.

WRITING SEMINARS**HUMA 19100. Humanities Writing Seminars. 000 Units.**

These seminars introduce students to the analysis and practice of expert academic writing. Experts must meet many familiar standards for successful writing: clear style, logical organization, and persuasive argument. But because they work with specialized knowledge, experts also face particular writing difficulties: they must be clear about complexities and specific about abstractions; they must use uncomplicated organization for very complicated ideas; they must create straightforward logic for intricate arguments; they must be concise but not incomplete, direct but not simplistic; they must clarify the obscure but not repeat the obvious; and they must anticipate the demands of aggressively skeptical readers. The seminars do not repeat or extend the substantive discussion of the Humanities class; they use the discussions and assignments from those classes as a tool for the advanced study of writing. We study various methods not only for the construction of sophisticated and well-structured arguments but also for understanding the complications and limits of those arguments. These seminars also address issues of readership and communication within expert communities. As students present papers in the seminars, we can use the reactions of the audience to introduce the techniques experts can use to transform a text from one that serves the writer to one that serves the readers.

Terms Offered: Autumn, Winter, Spring

Note(s): These seminars are available only in combination with either a two- or a three-quarter general education sequence in the Humanities.

COLLEGIATE COURSES

HUMA 02980. Practicum. 025 Units.

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

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

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

Equivalent Course(s): SOSC 02980

HUMA 20710-20711-20712-20713. At the Piano I-II-III-IV.

Keyboard Studies for Non-Music Majors

HUMA 20710. At the Piano I: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.

Instructor(s): C. Bohlman Terms Offered: TBD

Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 23000-23100-23320. Medieval Jewish History I-II-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

HUMA 23000. Medieval Jewish History I. 100 Units.

Instructor(s): N. Golb Terms Offered: Autumn

Equivalent Course(s): NEHC 20411

HUMA 23100. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Equivalent Course(s): NEHC 20412

HUMA 23320. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Equivalent Course(s): NEHC 20413

HUMA 23100. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Equivalent Course(s): NEHC 20412

HUMA 23320. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Equivalent Course(s): NEHC 20413

HUMA 25202. Media Ecology: Embodiment and Software. 100 Units.

Media ecology examines how the structure and content of our media environments—online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

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

Equivalent Course(s): HIPS 25203, LLSO 27801, CMST 25204, TAPS 28452

HUMA 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and senior adviser.

Note(s): Students are required to submit the College Reading and Research Course Form.



INTERDISCIPLINARY STUDIES IN THE HUMANITIES

PROGRAM OF STUDY

The Bachelor of Arts degree program in Interdisciplinary Studies in the Humanities (ISHU) offers qualified undergraduates the opportunity to shape an interdisciplinary plan of course work centered in, but not necessarily restricted to, study in the humanities. The program is meant to accommodate a course of study that could not otherwise be carried out easily within the structures of a single disciplinary major.

One of the notable features of the program is the requirement that all ISHU majors complete a formal BA paper at the end of their term of study that integrates the disparate fields of each student's study in a truly interdisciplinary manner. A BA paper will normally consist of an analytical research paper. An alternative option is a creative BA project, which would be accompanied by an analytical write-up of the project's background, conceptual problem(s), and methodology.

To be considered for admission to this BA program, a student must submit an application. This application consists of the student's selection and rationalization of a plan of courses that form a discrete field of interdisciplinary study. (The specific materials and protocol necessary for the application are described below.) The application process is designed to make clear in each individual case what intellectual concerns are to be related to one another through interdisciplinary study and what method of comparative analysis is suited to such an approach.

Students should discuss plans and proposed courses with both the ISHU chair and College adviser. These meetings will help students evaluate the available courses of study to arrive at a balanced and coherent interdisciplinary plan.

Once a student is admitted to ISHU, she or he will come to have the support also of the BA preceptor and, by the end of the third year, a faculty BA adviser. The preceptor is typically a graduate student with interdisciplinary expertise who will help the student to progress towards successful completion of the degree program, including completion of the BA paper. The faculty adviser is a faculty member who has expertise in the student's main field of study, and agrees to supervise the development of the BA paper specifically. (The student is responsible for securing a faculty BA adviser, but can ask the ISHU staff for assistance in doing so.)

A student in the ISHU BA program will take courses in two or three academic departments, and it is common for ISHU majors to have two or three sets of chosen courses that do not intersect with each other at all. (Your program is interdisciplinary; your courses, individually, need not be interdisciplinary.) There is, however, a required structure to the distribution of courses that a student takes, and there are two specific courses that every ISHU major must take. These requirements are explained below.

PROGRAM REQUIREMENTS

Each student's program of study must meet the following six distribution requirements. Students can ensure that these requirements are met by completing the application worksheet that is available from the ISHU College adviser or ishum.uchicago.edu:

1. Six courses in a primary field or in closely integrated subject areas in more than one field.
2. Three courses in a first supporting field or in closely integrated subject areas in more than one field.
3. Three courses in a second supporting field or in closely integrated subject areas in more than one field.

A "field" is defined in one of three ways: (a) a selection of courses from a traditional department (such as Near Eastern Languages and Civilizations or Philosophy), (b) a traditional discipline spread over more than one department (such as a "Theater" field containing South Asian Languages and Civilizations and Theater and Performance Studies courses), or (c) an interdisciplinary set of courses under a certain rubric (such as an "American studies" field containing courses from English, History, and Sociology, or a "Narrative/Storytelling" field containing courses from Romance or Slavic Languages and Literatures, Anthropology, and Psychology). Students are encouraged to create their six-course field from a single, traditional discipline, so that, however broad their program, they can also have some depth of learning in a single discipline.

Any one of the fields listed under (1), (2), and (3) may be drawn from outside the humanities.

4. Two courses or one sequence of two courses (drawn from offerings in the humanities) that emphasizes intellectual approaches or critical methods germane to a student's particular interdisciplinary course program.
5. ISHU 29802 The BA Colloquium in the Spring Quarter of the third year, which meets three times over the quarter and is taught by the ISHU BA preceptor.

The purpose of this course is for each student to begin working on the structure and argument of the BA paper that he or she will complete the following year. At the end of the course, each student will have written a proposal for the BA paper, which will generally be a *précis* of the argument that the student anticipates making. Grading for this course is Pass/Fail (P/F) for all students.

Students should note that the course carries no numerical credit towards their degree (it is a "zero-unit" course). It cannot fill any role in the student's degree program other than the one it is designed to fill; it also cannot be an elective. Because it is a noncredit course, students must carry at least three additional courses while registered for ISHU 29802 in order to meet requirements for full-time student status. Regardless of these technical qualifications, the course is compulsory for ISHU majors in their third year unless an exemption is granted for unusual circumstances, such as the student's being in residence at a study-abroad program that quarter.

6. ISHU 29900 Preparation of the BA Project. This course is structured as an independent study. The instructor will be the student's faculty BA adviser. It should be taken in the Autumn or Winter Quarter of fourth year, but in special circumstances may be taken in Spring Quarter of fourth year. The faculty adviser will devise a plan of reading and writing for the student and will critique drafts of the student's BA paper as they develop.

SUMMARY OF REQUIREMENTS

Six primary field courses	600
Three secondary field courses	300
Three supporting field courses	300
Two critical/intellectual methods courses	200
ISHU 29802 The BA Colloquium	000
ISHU 29900 Preparation of the BA Project	100
Total Units	1500

BA PAPER PREPARATION RELATED DEADLINES

In order to maintain good standing in the program, fourth-year ISHU majors are expected to meet certain deadlines as they move toward completing their BA paper: (This schedule is based upon a normal Spring Quarter graduation plan; students planning to graduate in another quarter should adjust the various deadlines accordingly.)

Fourth year ISHU students will meet with the BA preceptor at least twice during the Autumn Quarter and twice again during the Winter Quarter. In these meetings they will discuss their work with the preceptor and show him or her drafts of the BA paper or, in the minimal case, evidence of their progress toward the completion of the paper. By the end of the Autumn Quarter, fourth-year students will turn in a preliminary draft/first iteration of the BA paper to the preceptor. There will then be a pre-final draft due to the faculty BA adviser, the ISHU chair, and the preceptor for perusal and critique by the end of the Winter Quarter. The final BA paper should be turned in to each of these three people and also to the academic advisor by Friday of fourth week in Spring Quarter.

In addition to these departmental requirements, a student's faculty BA adviser may impose earlier deadlines and further conditions in relation to the work expected of the student in ISHU 29900 Preparation of the BA Project.

SAMPLE PROGRAMS

While the potential for developing individual BA programs in Interdisciplinary Studies is as great as the combined ingenuity, imagination, and interest of each student in consultation with his or her advisers, there are identifiable patterns in the choices of fields and lines of inquiry currently being implemented in the ISHU program. The most prominent of these include the following:

1. Study in philosophy and literature (with either literature or philosophy emphasized) to investigate differences in handling concepts and language in philosophy and literature and/or mutual influence between the two fields.

2. Study in verbal and nonverbal art forms and expressions (art and literature; and music and literature) leading to consideration of the implications of the verbal and nonverbal distinction for interpretation and criticism.
3. Study in the history, philosophy, language, religious expression, and literary and artistic productions of a given culture or of a given historical period within one or more cultures. Examples include American studies, the Renaissance, the Near East, or Greece (and the Mediterranean) in the preclassical and classical ages.
4. Study in humanistic fields (e.g., literature and philosophy) and in a social science field (e.g., sociology, psychology, anthropology, political science). This option is particularly adapted to a focus on gender studies. Please note, however, that the College offers a major in Gender Studies.
5. Study of modern culture in its various aspects of popular and elite forms of cultural expression.
6. Study in humanistic approaches to biological or physical science. This option is particularly adapted to interest in problems or aspects of intellectual and cultural history (e.g., the impact of Newtonian physics on eighteenth-century European thought) or to study of modern society and science's role within it (medical ethics being one possible focus among many).
7. Study in human rights in relation to one or two humanistic disciplines such as philosophy, literature, or history.

APPLICATION

Interested students should make application to the ISHU program as soon as possible upon completion of general education requirements (typically by the end of the second year and, except in extraordinary circumstances, no later than the end of Autumn Quarter of the third year). Transfer students in particular are urged to apply at the earliest point that they can. An application is initiated by securing an interview with the ISHU chair and College adviser, to discuss the feasibility of shaping and implementing a given set of interdisciplinary concerns into a course of study for the BA.

After consultation, students who wish to pursue an application to the ISHU program must submit a recent course transcript (with a minimum B average in preceding course work) and a two-part written proposal according to the following guidelines:

Personal Statement

The first part of the proposal consists of a personal reflective statement of approximately 500 to 1,000 words in length, explaining the character of their interdisciplinary interests and stating as thoughtfully as possible how they propose to channel and expand them within course offerings currently available. Some consideration of prospects and possibilities for a BA paper or project is a desirable part of these statements, if it can be provided.

Course Prospectus

The second part of the proposal consists of a list of courses to fill the headings given in the above set of guidelines. This list will include courses the student has already taken as well as ones he or she intends to take. While a list of courses the student proposes to take is a required part of the application, it is understood that these will undergo modification. Any changes to the course prospectus should be discussed with (and approved by) the College adviser.

After the application materials have been reviewed by the ISHU chair and academic adviser, a twenty-minute interview will be scheduled with the ISHU chair. The ISHU chair will inform the student via email of the result of the application.

GRADING

All courses in the major must be taken for a quality grade (that is, A, B, C, D, or F, with + and – grades), with the exception of the zero-unit course ISHU 29802 The BA Colloquium, for which students will receive a grade of Pass or Fail.

HONORS

To be eligible for honors, a student must maintain an overall GPA of 3.25 or higher and a GPA in the major of 3.5 or higher. Honors are reserved for the student whose BA project shows exceptional intellectual merit in the judgment of the faculty adviser, ISHU chair, and master of the Humanities Collegiate Division.

ADVISING

Close contact with the faculty and staff relevant to the student's career in ISHU—including the ISHU College adviser, chair, and preceptor, and the faculty adviser of the BA paper—is essential in a program that involves so much individual initiative and experimentation. Students are encouraged to seek their advice whenever they have an intellectual or practical concern about progress in the major.

FACULTY

Since ISHU is an interdisciplinary major whose field of study encompasses all the offerings in the various departments and programs of the University (particularly in the Humanities Division), all faculty members of these varied departments and programs are related to ISHU. ISHU students may approach any University of Chicago faculty member who works in his or her field of interest with a request to serve as faculty adviser for the BA paper. Similarly, ISHU students may take courses with any faculty member from any department of the University.

COURSES

For the same reason—that ISHU is an interdisciplinary major whose field of study encompasses all the offerings in the various departments and programs of the University (particularly in the Humanities Division)—all substantive and methodology courses offered in these varied departments and programs are viable courses for the program. ISHU students may take any courses offered in the University that fit in with their program of study, provided these are approved by the ISHU College adviser and chair.

In addition to the above courses that are grounded in particular fields of study, the program requires all ISHU students to take two courses that are related to the preparation of the BA paper:

ISHU 29802. The BA Colloquium. 000 Units.

Terms Offered: Spring

Prerequisite(s): Consent of ISHU College adviser and chair

Note(s): Required of third-year students who are majoring in ISHU. This zero-unit, noncredit course must be taken for P/F grading. To meet requirements for full-time student status, students must carry at least three additional courses while registered for this course.

ISHU 29900. Preparation of the BA Project. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty adviser and ISHU chair

Note(s): Students are required to submit the College Reading and Research Course Form.

More details of these two courses have been provided earlier in the Program Requirements section.

Moreover, inasmuch as the ability to write clear, effective prose is part of the essential skill set required of the humanist endeavor, ISHU students are encouraged (but not required) to take a course on academic writing such as:

ISHU 23000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.

Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee \$20.

Equivalent Course(s): ENGL 13000, ENGL 33000



INTERNATIONAL STUDIES

PROGRAM OF STUDY

The undergraduate program in International Studies (IS) draws on the strengths of the College faculty in a variety of disciplines and their innovative work in a number of areas of international relevance (e.g., human rights, international relations, globalization, transnationalism, area studies). It is designed to attract students who are preparing for academic, government, nonprofit, or business careers with an international focus, and who value the benefits of study abroad and of cross-cultural learning.

The program is organized around courses drawn from two thematic tracks and area studies:

1. international political economy (thematic)
2. transnational processes (thematic)
3. area and civilization studies

Students should plan to complete their program within four years of study.

Study abroad experience is a requirement of the IS program. Students who are interested in pursuing the program should begin exploring appropriate plans early in their second year.

PROGRAM REQUIREMENTS

Students must take the required thirteen courses according to the following five guidelines:

IS Introductory Sequence

Students are required to take a two-quarter introductory sequence, taught annually, in the field of international studies. One quarter provides an overview of contemporary global issues (INST 23101 Contemporary Global Issues I), and the other provides in-depth study of selected issues (INST 23102 Contemporary Global Issues II). These courses are designed to be taken in sequence. Students are strongly encouraged to complete the sequence in their second year unless they plan to meet their general education requirement in civilization studies by participating in one of the College's study abroad programs during Autumn or Winter Quarter.

International Political Economy Thematic Track

(2 or 4 courses)

Nation-states and national sovereignty, relations between nation-states, political identity, development, conflict and security, and relations between states and international political (e.g., United Nations) and economic (World Bank, International Monetary Fund) organizations.

Transnational Processes Thematic Track

(2 or 4 courses)

Courses appropriate for this track take up issues and processes that operate across the borders of nations. These include economic, political and cultural globalization,

transnational and multinational corporations and new patterns of consumption, nongovernmental organizations, human rights, environment and ecology, media and the arts.

Area and Civilization Track

(3 courses)

Either three courses in one area of the world (but no more than two from the same country); or two courses in one area and one course in another area. Students majoring in IS may count one civilization studies course that bears a University of Chicago course number that is not used to meet the general education requirement in civilization studies; or with the approval of the director, they may count two courses taken while participating in one of the study abroad programs that feature civilization studies that is not used to meet the general education requirement in civilization studies.

Literature courses taken at the level of third-year language or above may count toward the area and civilization track. To be considered at the level of third-year language or above, a course must be at least the seventh quarter of a language sequence.

Course Distribution

Students are required to complete a total of thirteen courses in the following combination: two courses in the introductory core; six courses in the two thematic subfields (two in one and four in the other); three courses in area and civilization studies, two of which must be in the same region of the world; and the two course BA seminar taught only in sequence in the autumn and winter quarters.

Students select their courses in consultation with IS program advisers. The IS faculty selects courses (<https://inst.sites.uchicago.edu/page/courses>) each year that are accepted toward the major, and the list is updated quarterly and archived on the International Studies site.

Foreign Language

Students can meet the program's foreign language requirement in one of two ways:

1. Students may complete the equivalent of seven quarters of language study in a single language. Credit for the seventh and final quarter must be earned by Chicago course registration. For information about the use of language as elective courses in the major, see the Course Distribution section above.
2. Students may obtain an Advanced Language Proficiency Certificate, which is documentation of advanced functional ability in reading, writing, listening, and speaking. To qualify to sit for the three-hour proficiency examination, students are required to complete a minimum of intermediate and advanced language study at levels set by the departments and spend a quarter abroad in a College-approved intensive language program. For details, visit the College's Advanced Language Proficiency (<http://college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency>) page.

Study Abroad

Students are required to either (1) complete a minimum of eight weeks of academic study in an approved study abroad program or (2) complete an approved internship or BA research project abroad. Students are strongly encouraged to integrate their study abroad into their BA thesis projects. The best ways of doing so are, in order of significance: independent research abroad, the Chicago International Studies Winter Quarter in Paris, or a study abroad program that offers a practicum or internship. While useful for fulfilling the program requirement, the Civilization Abroad programs seldom allow time for independent fieldwork, research, or study. Participation in any study abroad program that is approved by the University of Chicago will fulfill this requirement; for more information, consult with the study abroad advisers or visit study-abroad.uchicago.edu. (The study abroad requirement will be waived only by petition for students who are able to demonstrate a similarly significant, structured international education experience.) Students wishing to undertake a program outside the University's offerings must obtain approval of the program director before departure. Students may not participate in a study abroad program in Winter Quarter of their senior year.

Third Year

All students who are intending to major in International Studies should schedule a meeting with the program advisers during Autumn Quarter of their third year. During Spring Quarter of their third year, prospective IS majors should watch for announcement of a required meeting with the program chair. The purpose of this meeting is to provide information about the BA thesis and introduce students to the requirements and specific deadlines pertaining to the thesis. By the end of eighth week, students must have submitted a topic proposal, have secured a faculty reader, and have received written approval from the faculty reader and the preceptor for the BA paper proposal. A copy of the approved proposal must be filed in the departmental office (P 118) or students will not be eligible to register for the BA seminar. Students who are not in residence Spring Quarter of their third year should correspond with the program advisers about their plans for the BA paper before the end of Spring Quarter.

Fourth Year

Students are required to complete a BA thesis. In consultation with IS preceptors, students prepare a topic page that is due eighth week of Spring Quarter in their third year. At this time, students are also required to secure a faculty reader.

In their fourth year, students register for the autumn and winter BA Thesis Seminars (INST 29800-29801). The seminars are designed to teach research skills and more generally to aid the research and writing process. Both INST 29800 BA Thesis (Autumn Seminar) and INST 29801 BA Thesis (Winter Seminar) count toward the thirteen courses required for the major. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Successful completion of the thesis requires a passing grade from the faculty reader.

The program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent

of the other program chair. Approval from both programs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by the chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS

2 International Studies introductory courses		200
INST 23101	Contemporary Global Issues I	
INST 23102	Contemporary Global Issues II	
2 Thematic courses (one subfield) *		200
4 Thematic courses (second subfield) *		400
3 Area and Civilization Studies courses		300
INST 29800	BA Thesis (Autumn Seminar)	100
INST 29801	BA Thesis (Winter Seminar)	100
Total Units		1300

* See Courses in International Studies Subfields below for details on approved thematic subfield courses.

HONORS

On the basis of a recommendation from the faculty adviser, students with an overall GPA of 3.0 or higher and a GPA of 3.5 or higher in the major will be considered for honors. For award of honors, the BA thesis must be judged "high pass" by the faculty thesis adviser.

GRADING

Students who are majoring in IS must receive quality grades in all courses meeting the requirements of the degree program.

COURSES IN INTERNATIONAL STUDIES SUBFIELDS

A complete list of approved courses (<http://inst.uchicago.edu/page/courses>) is compiled quarterly. These courses are drawn from across the University. In addition to the approved list of courses, most core civilization studies courses, if taken beyond the general education requirement, may be counted for credit in the Area and Civilization Studies subfield.

INTERNATIONAL STUDIES COURSES

INST 22400. The Ugly American Comes Home. 100 Units.

The aims of this course are to interrogate not only the experience of studying abroad, but also the condition of coming “home” and facing a range of needs to assimilate and articulate your experience. We address being abroad and afterward through a range of reading materials, including travel writings, philosophies of education, and considerations of narrative and perception. Writing assignments will explicitly address the challenge of integrating study abroad with other forms of knowledge and experience that characterize collegiate education.

Instructor(s): M. Merritt, Staff Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing; completion of a study abroad program (University of Chicago program, other institution’s program, or self-structured program).

INST 23101-23102. Contemporary Global Issues I-II.

INST 23101. Contemporary Global Issues I. 100 Units.

This course is a foundational overview of key global questions and challenges of globalization and globalness. It is designed for International Studies majors as well as for others with academic interests in the many different dimensions of the contemporary global order. It is the first part of a two-course sequence. The course proceeds thematically, stringing together many themes that usually comprise the domain of “global” affairs, events, items, organizations, trends, and phenomena. The course also unfolds theoretically and empirically, rooting theoretical propositions in some concrete historical, geographic, and cultural locations. Investigation of global entails attention to local, as well as to some concepts that are not so easy to site—flows, dynamics, or trends—and terrains that are only tentatively geographical: regional, transnational, cosmopolitan, ideological, virtual, planetary. Thus, a parallel task of the course will be to inquire: how do we study global, how do we grasp the local, and what are the means of observing, assessing, qualifying, and quantifying all intermediate spaces and categories that make up contemporary life on multiple scales of existence? At the heart of our course exploration is existence under the global condition, and we will be wondering about human life in the light of contemporary challenges and opportunities: new technologies and diseases, global imagination and mass consumption, nation-states and emergencies that transcend borders, and enduring histories.

Terms Offered: Autumn

Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

INST 23102. Contemporary Global Issues II. 100 Units.

This course is the second part of a two-course sequence designed for students majoring in International Studies with two objectives in mind. First, in the vein of Introduction to Contemporary Global Issues I (CGI-I), the course continues to explore concepts, processes, and phenomena that constitute 'globalness', giving them historical depth and critical angle. Unlike CGI-I, however, this course reads closely three books while examining three broad fields of inquiry — science/knowledge/technology; economy; and politics — and three overlapping disciplinary approaches: anthropology, sociology, and history. Second, the course relies on the assigned texts as excellent examples of scholarship with which to elucidate the processes and challenges of academic research. We will learn, by means of these examples, how to design an academic research project. The second objective of the course, then, will be to produce a research proposal, developing in the process a better understanding of what scholarly research entails and what preliminary work needs to be done in order for a research project to proceed. The drafting of the research proposal will follow a set of the very same guidelines that will structure the writing of your BA research proposal (due to the IS at the beginning of the Spring Quarter of your third year) and your BA thesis. More generally, however, you can rely on the research framework introduced here to guide any other research endeavor, undertaken in the context of another course, a field research, or a grant proposal.

Terms Offered: Winter

Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

INST 23102. Contemporary Global Issues II. 100 Units.

This course is the second part of a two-course sequence designed for students majoring in International Studies with two objectives in mind. First, in the vein of Introduction to Contemporary Global Issues I (CGI-I), the course continues to explore concepts, processes, and phenomena that constitute 'globalness', giving them historical depth and critical angle. Unlike CGI-I, however, this course reads closely three books while examining three broad fields of inquiry—science/knowledge/technology; economy; and politics—and three overlapping disciplinary approaches: anthropology, sociology, and history. Second, the course relies on the assigned texts as excellent examples of scholarship with which to elucidate the processes and challenges of academic research. We will learn, by means of these examples, how to design an academic research project. The second objective of the course, then, will be to produce a research proposal, developing in the process a better understanding of what scholarly research entails and what preliminary work needs to be done in order for a research project to proceed. The drafting of the research proposal will follow a set of the very same guidelines that will structure the writing of your BA research proposal (due to the IS at the beginning of the Spring Quarter of your third year) and your BA thesis. More generally, however, you can rely on the research framework introduced here to guide any other research endeavor, undertaken in the context of another course, a field research, or a grant proposal.

Terms Offered: Winter

Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

INST 27401. Magic in the Market. 100 Units.

This course explores cross-cultural interplay between magic, broadly speaking, and the market. Market in capitalism has regularly been attributed spectral, mystical, fantastic, uncanny, and effervescent properties while the globalized faith in the markets has produced an array of highly efficacious enchantments. The course begins by rereading classic tests on magic in the context of ritualized exchange and then proceeds to examine some thoroughly modern and postmodern examples of the occult. Reading on the occult economies, economic optimism of the development industry, promissory bioscientific enterprises, the spirits of financial and venture capital, and the emergent forms of new-age healing and biomedical innovation, the course will interrogate political and economic potentials of the continued relevance of magic in the domain of social practice and lived experience.

Instructor(s): L. Jasarevic Terms Offered: Winter

INST 27501. Local Bodies, Global Capital. 100 Units.

The project of this course is to closely examine the relationship between global capital and local bodies or, put differently, to look at the implications of economic forms for particular people's experience and collective forms of existence. The course will read divergently critical theories of capitalism and some historically-situated field materials, focusing on interplays between speculative, scientific, and spectral qualities of economic practice. We will examine some local sites of multinational capital investment, production, and circulation: from factory floors to marketplaces, from transnational scientific research to pharmaceutical marketing. In order to better grasp local bodies, the course will pay special attention to biomedical, genomic, and pharmaceutical industries that emerged as a major locus of global capital investment, as well as read for the existential, bodily, and political complaints about shared market conditions voiced around the globe. By examining comparatively some particular health disorders, incidents, and interventions, the course will ask: How are the ways of being, feeling, and thinking determined by the abstract global power of capital? How do bodies and economies intersect? How do local bodies and subjectivities negotiate temporalities, materialities, and epistemologies associated with the speculative and spectral features of global capital? Can we grasp a shared global condition, which is capitalism, from the vantage point of some embodied local lives?

Instructor(s): L. Jasarevic Terms Offered: Autumn

Equivalent Course(s): ANTH 25102

INST 27701. Magic Matters. 100 Units.

The course explores the lively presence of magic in the contemporary, presumably disenchanted world. It approaches the problem of magic historically—examining how magic became an object of social scientific inquiry—and anthropologically, attending to the magic in practice on the margins of the industrial, rational, cosmopolitan, and technological societies and economies. Furthermore, this course reads classic and contemporary ethnographies of magic together with studies of science and technology to critically examine questions of agency, practice, experience, experiment, and efficacy. The course reads widely across sites, disciplines, and theories, attending to eventful objects and alien agents, stepping into post-socialist, post-colonial, and post-secular magic markets and medical clinics, and reading for the political energies of the emergent communities that effectively mix science, magic, and technology.

Instructor(s): L. Jasarevic Terms Offered: TBD

Equivalent Course(s): ANTH 25116, CHDV 25116

INST 28525. Living with Debt: A Comparative Perspective. 100 Units.

This course approaches debt anthropologically, as a universal cultural practice that forms and undoes social relations, amasses and dissipates wealth, and profoundly shapes the experience of people involved in market or nonmonetary exchanges. Treating debt as a broadly economic category, the course will investigate comparatively how do people live with debt, how does indebtedness feel, and what are the economic and political implications of local borrowing-lending strategies. Because consumer and national debt seem to be a shared contemporary global predicament, the course will also critically examine historical dynamics at work in and different scales of debt economies: national, transnational, familial, and personal. The course will look at practice and experience of indebtedness inside and outside the market: from credit card debts to barter and gift exchanges, from organ donations to military and diplomatic relations. By broadening our definition of debt, these comparative insights aim to excavate an experience of indebtedness held in common cross-culturally as well as complicate what seems most natural about giving, owing, and owning.

Instructor(s): L. Jasarevic Terms Offered: Spring

Equivalent Course(s): ANTH 25110

INST 29700. Reading and Research. 100 Units.

This is a reading and research course for independent study not related to BA research or BA paper preparation.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program director.

Note(s): Students are required to submit the College Reading and Research Course form. As part of this process students must specify in which of the three tracks (International Political Economy, Transnational Processes, or Area and Civilization Studies) they would like the course to count.

INST 29800. BA Thesis (Autumn Seminar) 100 Units.

This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. Students must have approved topic proposals and faculty readers to participate in the seminar.

Terms Offered: Autumn

Prerequisite(s): INST 23101 and consent of instructor.

Note(s): Required of students with fourth-year standing who are majoring in IS, but enrollment not permitted in quarter of graduation.

INST 29801. BA Thesis (Winter Seminar) 100 Units.

This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, offers students continued BA research and writing support. Students present drafts of their work and critique the work of their peers.

Terms Offered: Winter

Prerequisite(s): INST 29800 and consent of instructor.

Note(s): Required of students with fourth-year standing who are majoring in IS, but enrollment not permitted in quarter of graduation.

INST 29900. BA Thesis (Reading and Research) 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program director.

Note(s): Students are required to submit the College Reading and Research Course form. This course cannot be used to substitute for either quarter of the BA Thesis Seminar (INST 29800, INST 29801).



JEWISH STUDIES

PROGRAM OF STUDY

The BA program in Jewish Studies provides a context in which College students may examine the texts, cultures, languages, and histories of Jews and Judaism over three millennia. The perspective is contextual, comparative, and interdisciplinary. The long and diverse history of Jews and Judaism affords unique opportunities to study modes of continuity and change, interpretation and innovation, and isolation and integration of a world historical civilization. Students are encouraged to develop appropriate skills (in texts, languages, history, and culture) for independent work.

Students in other fields of study may also complete a minor in Jewish Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

Courses

The major requires twelve courses distributed according to the guidelines that follow. A full, constantly updated list of courses approved for the major and minor is available on the Chicago Center for Jewish Studies website at lucian.uchicago.edu/blogs/ccjs/academics/undergraduate-courses.

Language

The twelve courses required for the major typically include three quarters of Hebrew. If the student's research project requires knowledge of a language other than Hebrew, the student may petition the committee to substitute that language for Hebrew.

Judaic Civilization

The major requires four to six courses in Judaic civilization, including two or three quarters of JWSC 20001-20002-20003 Jewish History and Society I-II-III and two or three quarters of JWSC 20004-20005-20006 Jewish Thought and Literature I-II-III. Students who meet the general education requirement in civilization studies in an area outside of Jewish Studies must also take the courses in Judaic civilization prescribed above. Students who meet the general education requirement in civilization studies with one of the Judaic civilization sequences are required to take, as an elective, one quarter of another civilization sequence pertinent to the area and period of their primary interest in Jewish Studies. These students make their choice in consultation with the Director of Undergraduate Studies.

Other Requirements

A minimum of two and a maximum of six courses in Judaic civilization are counted for the major, depending on whether the student uses one of the Judaic civilization sequences to meet the general education requirement in civilization studies. Three courses in Hebrew (or another language, by petition) are also required. Three to six elective courses related to Jewish Studies are also needed to

meet the requirement of twelve courses for the major. These elective courses would, in part, constitute a specific area of concentration for each student, and are chosen by the student in consultation with the Director of Undergraduate Studies. Students are encouraged to take at least one method or theory course in the College in the area pertaining to their area of interest.

Students are encouraged to meet with the Director of Undergraduate Studies before declaring the major. Students who have not completed the general education requirements before starting the major should do so during their first year in the program. Each student in the program has an adviser who is a member of the program's faculty.

SUMMARY OF REQUIREMENTS

Three courses in Hebrew or other approved language as described in Language 300 section

A total of nine courses from the following: 900

JWSC Jewish History and Society I: Ancient Jerusalem
 20001-20002-20003 and Jewish History and Society II: Jews in the Modern
 World
 and Jewish History and Society III: Narratives of
 Assimilation (if not used to meet general education
 requirement)

JWSC Jewish Thought and Literature I: Introduction to the
 20004-20005-20006 Hebrew Bible
 and Jewish Thought and Literature II: The Bible and
 Archaeology
 and Jewish Thought and Literature III: The Jewish
 Interpretation of the Bible in the Middle Ages (if not used
 to meet general education requirement)

Three to six elective courses related to Jewish Studies *

**

Total Units 1200

* Courses to be chosen in consultation with the student's adviser in Jewish Studies.

** Students who wish to be considered for honors must also register for JWSC 29900 BA Paper Preparation Course for a total of 13 courses.

Optional BA Paper

Students who choose this option are to meet with their advisers by May 15 of their third year to determine the focus of the research project, and they are expected to begin reading and research for the BA paper during the summer before their fourth year. After further consultation, students are to continue guided readings and participate in a (formal or informal) tutorial during Autumn Quarter of their fourth year. Credit toward the major is received only for the Winter Quarter tutorial during which the BA paper is finally written and revised. The BA tutorial may count toward one of the courses related to Judaic Studies. The BA paper must be received

by the primary reader by the end of fifth week of Spring Quarter. A BA paper is a requirement for consideration for honors.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

HONORS

Honors are awarded to students who demonstrate excellence in their course work, as well as on the BA paper. To qualify for honors, students must register for JWSC 29900 BA Paper Preparation Course in addition to the twelve courses required in the general program of study, bringing the total number of courses required to thirteen. Students must maintain an overall GPA of 3.0 or higher and a GPA of 3.5 or higher in the major, and the BA paper must be judged to be at least of A- quality.

GRADING

Students take all courses required for the major for quality grades. However, students who qualify for honors may take for P/F grading during the second quarter of their fourth year. Requirements for this P/F course will be agreed upon by the student and the instructor.

MINOR IN JEWISH STUDIES

The Minor in Jewish Studies offers a basic introduction to the texts, cultures, languages, and history of the Jews and Judaism. The minor requires a total of seven courses in two variant sequences:

1. a language variant that includes three courses in Hebrew or Yiddish at the 20000 or higher level or
2. the sequences on JWSC 20001-20002-20003 Jewish History and Society I-II-III and JWSC 20004-20005-20006 Jewish Thought and Literature I-II-III.

Students who elect the minor program in Jewish Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by this deadline on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements

Minor in Jewish Studies: Language Variant

Three courses in Hebrew (Biblical or Modern) or Yiddish at the 20000 or higher level 300

One of the following: 200

Two courses in Jewish History and Society *

Two courses in Jewish Thought and Literature **

Two additional courses in Jewish Studies 200

Total Units 700

* JWSC 20001-20002-20003 Jewish History and Society I-II-III

** JWSC 20004-20005-20006 Jewish Thought and Literature I-II-III

Minor in Jewish Studies: Civilization Variant

One of the following sequences: 300

JWSC 20001-20002-20003 Jewish History and Society I: Ancient Jerusalem and Jewish History and Society II: Jews in the Modern World and Jewish History and Society III: Narratives of Assimilation

JWSC 20004-20005-20006 Jewish Thought and Literature I: Introduction to the Hebrew Bible and Jewish Thought and Literature II: The Bible and Archaeology and Jewish Thought and Literature III: The Jewish Interpretation of the Bible in the Middle Ages

Two courses, one in each of two of the following three periods: 200

Ancient or Biblical Israel

Rabbinic and Medieval Judaism and Jewish history and culture

Modern Judaism and Jewish history and culture

Two additional courses in Jewish Studies 200

Total Units 700

Course Listings

Visit the Chicago Center for Jewish Studies website lucian.uchicago.edu/blogs/ccjs/academics/undergraduate-courses for a constantly updated list of courses in Jewish Studies. Many graduate courses open to undergraduates are not listed until the summer prior to the new academic year.

JEWISH STUDIES - COLLEGE COURSES

JWSC 20001-20002-20003. Jewish History and Society I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

JWSC 20001. Jewish History and Society I: Ancient Jerusalem. 100 Units.

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

Equivalent Course(s): CRES 20001, HIST 22113, NEHC 20401, NEHC 30401, RLST 20604, BIBL 31400

JWSC 20002. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmi” and “People of the Book” and investigate how their meaning changed in various historical contexts.

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

Equivalent Course(s): CRES 20002, HIST 22406, NEHC 20402, NEHC 30402

JWSC 20003. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): HIST 22202, NEHC 20403, NEHC 30403

JWSC 20002. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmi” and “People of the Book” and investigate how their meaning changed in various historical contexts.

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

Equivalent Course(s): CRES 20002, HIST 22406, NEHC 20402, NEHC 30402

JWSC 20003. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): HIST 22202, NEHC 20403, NEHC 30403

JWSC 20004-20005-20006. Jewish Thought and Literature I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

JWSC 20004. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

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

Equivalent Course(s): RLST 11005, BIBL 31000

JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 20405, NEHC 30405

JWSC 20006. Jewish Thought and Literature III: The Jewish Interpretation of the Bible in the Middle Ages. 100 Units.

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

Equivalent Course(s): RLST 20604

JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 20405, NEHC 30405

JWSC 20006. Jewish Thought and Literature III: The Jewish Interpretation of the Bible in the Middle Ages. 100 Units.

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

Equivalent Course(s): RLST 20604

JWSC 22000-22100-22200. Elementary Classical Hebrew I-II-III.

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

JWSC 22000. Elementary Classical Hebrew I. 100 Units.

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

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10101

JWSC 22100. Elementary Classical Hebrew II. 100 Units.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10102

JWSC 22200. Elementary Classical Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10103

JWSC 22100. Elementary Classical Hebrew II. 100 Units.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10102

JWSC 22200. Elementary Classical Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10103

JWSC 22201-22302. Tannaitic Hebrew Texts I-II.

This course consists of readings in the Mishnah and Tosefta, the main corpus of legal and juridical texts assembled by the Palestinian academic masters during the second and early third centuries. Goals are to introduce: (1) views and opinions of early rabbinic scholars who flourished in the period immediately following that of the writers of the Dead Sea Scrolls; (2) aspects of the material culture of the Palestinian Jews during that same period; and (3) grammar and vocabulary of what is generally called "early rabbinic Hebrew" and thereby to facilitate the ability to read and understand unvocalized Hebrew texts.

JWSC 22201. Tannaitic Hebrew Texts I. 100 Units.

Instructor(s): N. Golb Terms Offered: Autumn

Prerequisite(s): Some basic knowledge of biblical and/or modern Hebrew, and consent of instructor

Equivalent Course(s): HEBR 20301

JWSC 22302. Tannaitic Hebrew Texts II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): HEBR 20301 and consent of instructor

Equivalent Course(s): HEBR 20302

JWSC 22300-22400-22500. Intermediate Classical Hebrew I-II-III.

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

JWSC 22300. Intermediate Classical Hebrew I. 100 Units.

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent

Equivalent Course(s): HEBR 20104

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): HEBR 20105

JWSC 22500. Intermediate Classical Hebrew III. 100 Units.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): HEBR 20106

JWSC 22302. Tannaitic Hebrew Texts II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): HEBR 20301 and consent of instructor

Equivalent Course(s): HEBR 20302

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): HEBR 20105

JWSC 22500. Intermediate Classical Hebrew III. 100 Units.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): HEBR 20106

JWSC 23000-23100-23200. Medieval Jewish History I-II-III.

This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

JWSC 23000. Medieval Jewish History I. 100 Units.

Instructor(s): N. Golb Terms Offered: Autumn

Equivalent Course(s): NEHC 20411

JWSC 23100. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): NEHC 20411

Equivalent Course(s): NEHC 20412

JWSC 23200. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): NEHC 20413, HUMA 23200

JWSC 23100-23200, NEHC 20411-20412-20413. Medieval Jewish History-II; Medieval Jewish History-III; Medieval Jewish History-I; Medieval Jewish History-II; Medieval Jewish History-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

JWSC 23100. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): NEHC 20411

Equivalent Course(s): NEHC 20412

JWSC 23200. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): NEHC 20413,HUMA 23200

JWSC 20411. Units.

JWSC 20412. Units.

JWSC 20413. Units.

JWSC 23200, NEHC 20411-20412-20413. Medieval Jewish History-III; Medieval Jewish History-I; Medieval Jewish History-II; Medieval Jewish History-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

JWSC 23200. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): NEHC 20413,HUMA 23200

JWSC 20411. Units.

JWSC 20412. Units.

JWSC 20413. Units.

JWSC 24500. America's White Ethnics: Contemporary Italian- and Jewish-American Ethnic Identities. 100 Units.

Using American Italians and Jews as case studies, this course investigates what it means to be a white "ethnic" in the contemporary American context and examines what constitutes an ethnic identity. In the mid-20th century, the long-standing ideal of an American melting-pot began to recede. The rise of racial pride, ushered in by the Civil Rights era, made way for the emergence of ethnic identity/pride movements, and multiculturalisms, more broadly, became privileged. To some extent, in the latter half of the 20th century America became a post-assimilationist society and culture, where many still strived to "fit-in," but it was no longer necessarily the ideal to "blend-in" or lose one's ethnic trappings. In this context, it has become not only possible, but often desirable, to be at the same time American, white, and an ethnic. Through the investigation of the Jewish and Italian examples, this discussion-style course will look at how ethnicity is manifested in, for example, class, religion, gender, nostalgia, and place, as well as how each of these categories is in turn constitutive of ethnic identity. The course will illustrate that there is no fixed endpoint of assimilation or acculturation, after which a given individual is fully "American," but that ethnic identity, and its various constituent elements, persists and perpetually evolves, impacting individual identities and experience, and both local/group specific and larger cultural narratives even many generations after immigration.

Instructor(s): L. Shapiro Terms Offered: Autumn
Equivalent Course(s): CHDV 27317, CRES 27317

JWSC 25000-25100-25200. Introductory Modern Hebrew I-II-III.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

JWSC 25000. Introductory Modern Hebrew I. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Autumn
Equivalent Course(s): HEBR 10501

JWSC 25100. Introductory Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): HEBR 10501 or equivalent
Equivalent Course(s): HEBR 10502

JWSC 25200. Introductory Modern Hebrew III. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

JWSC 25100. Introductory Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): HEBR 10502

JWSC 25200. Introductory Modern Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): HEBR 10503

JWSC 25300-25400-25500. Intermediate Modern Hebrew I-II-III.

The main objective of this course is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and nonfiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

JWSC 25300. Intermediate Modern Hebrew I. 100 Units.

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

Prerequisite(s): HEBR 10503 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): HEBR 20501

JWSC 25400. Intermediate Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 20501 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): HEBR 20502

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 20502 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): HEBR 20503

JWSC 25400. Intermediate Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 20501 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): HEBR 20502

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 20502 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): HEBR 20503

JWSC 25600-25700-25800. Advanced Modern Hebrew I-II-III.

This course assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The main objective is literary fluency. The texts used in this course include both academic prose, as well as literature. Students are exposed to semantics and morphology in addition to advanced grammar.

JWSC 25600. Advanced Modern Hebrew I. 100 Units.

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

Prerequisite(s): HEBR 20503 or equivalent

JWSC 25700. Advanced Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 20503 or equivalent

JWSC 25800. Advanced Modern Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 20503 or equivalent

JWSC 25601. Advanced Readings in Modern Hebrew. 100 Units.

Although this course assumes that students have full mastery of the grammatical and lexical content at the intermediate level, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. After being introduced to sophisticated and more complex syntactic constructions, students learn how to transform simple sentences into more complicated ones. The exercises address the creative efforts of students, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.

Instructor(s): N. Rokem Terms Offered: Winter

Prerequisite(s): HEBR 20503 or equivalent

Equivalent Course(s): HEBR 30601,LGLN 23001,LGLN 33001

JWSC 25700. Advanced Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 20503 or equivalent

JWSC 25800. Advanced Modern Hebrew III. 100 Units.

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

Prerequisite(s): HEBR 20503 or equivalent

JWSC 26100. Maimonides and Hume on Religion. 100 Units.

This course will study in alternation chapters from Maimonides' *Guide of the Perplexed* and David Hume's *Dialogues* concerning Natural Religion, two major philosophical works whose literary forms are at least as important as their contents. Topics will include human knowledge of the existence and nature of God, anthropomorphism and idolatry, religious language, and the problem of evil. Time permitting, we shall also read other short works by these two authors on related themes. (II)

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

Equivalent Course(s): RLST 25110,HIJD 35200,PHIL 25110

JWSC 26602. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

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

Equivalent Course(s): HMRT 20200, HMRT 30200, CRES 29302, HIST 29302, HIST 39302, INRE 31700, LAWS 41301, LLSO 27100

JWSC 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Undergraduate Program Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

JWSC 29900. BA Paper Preparation Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Undergraduate Program Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Required of honors candidates. May be taken for P/F grading with consent of instructor.



LATIN AMERICAN STUDIES

PROGRAM OF STUDY

Students who major in Latin American Studies gain a thorough grounding in selected aspects of Latin American societies, cultures, histories, politics, and economics through one or more of the social sciences as they deal with Latin American materials, and through competence in Spanish or Portuguese (an added intellectual asset). The BA program in Latin American Studies can provide an appropriate background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences disciplines. Students who are more interested in the languages and/or literatures of Latin America may wish to consider the major in Romance Languages and Literatures. Students in other fields of study may also complete a minor in Latin American Studies. Information follows the description of the major.

Application to the Program

Students who plan to apply for the major in Latin American Studies should follow the guidelines below. An informational meeting is held each spring to describe the program and its requirements, as well as to explain and facilitate the application process.

1. As early as possible in their studies and in consultation with their College adviser and the Student Affairs Administrator, students should prepare a preliminary plan of study that would meet program requirements.
2. In the Autumn Quarter of their fourth year, students should choose a suitable faculty adviser to supervise the development of their BA essay project.
3. Students must then submit an application with a Third-Year Statement to the program adviser for approval. This statement is a brief proposal for their BA essay that identifies their research topic and includes a list of proposed summer readings that are relevant to the BA essay project. The deadline for submission of the Third-Year Statement is Monday of ninth week of Spring Quarter. NOTE: Students who plan to study abroad during Spring Quarter of their third year should meet with the Student Affairs Administrator before leaving campus.

PROGRAM REQUIREMENTS

Students who are majoring in Latin American Studies must complete the general education requirement in civilization studies with LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III or SOSC 24302-24402-24502 Latin American Civilization in Oaxaca I-II-III. Either of these sequences provides an excellent introduction to the program. To meet the language requirement for the major, these students must also complete three courses in second-year Spanish or Portuguese; eligible students may petition for credit. To meet requirements for the specialization in Latin American Studies, students must also take five courses that focus on Latin America or the Caribbean (at least four of the five must be in the social sciences) and two additional courses that cover any social science topic. All

students who are majoring in Latin American Studies are required to participate in the BA Colloquium and to submit a BA essay.

As early as possible in their studies, students should obtain a worksheet from the Student Affairs Administrator that will assist them with selecting the five required courses. For a list of approved courses, visit the LACS website or consult with the Student Affairs Administrator.

Depending on whether the student counts two or three Latin American civilization courses toward the general education requirement, the major requires either eleven or twelve courses. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete an eleven-course major. Students who fulfill the general education requirement with two quarters of the sequence will count the third quarter of the sequence toward the major, for a total of twelve courses in the major.

Students participating in a study abroad program may petition to have courses accepted in partial fulfillment of requirements for the major.

BA Essay

All students who are majoring in Latin American Studies are required to write a BA essay under the supervision of a faculty member. The BA essay is due Friday of seventh week of Spring Quarter of the year of graduation. Registration for a BA essay preparation course (LACS 29900 Preparation of the BA Essay) is optional. Students who do register for LACS 29900 Preparation of the BA Essay may count this course as one of the five they must take dealing with Latin America. The grade students will receive for this course depends on the successful completion of the BA essay.

This program may accept a BA essay project used to satisfy the same requirement in another major if certain conditions are met and with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

BA Colloquium

LACS 29801 BA Colloquium is a yearlong course led by the preceptor and BA adviser. Fourth-year students are required to participate in all three quarters, although they register only once in Autumn Quarter. The colloquium assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA essays in a public session of the colloquium during Spring Quarter.

SUMMARY OF REQUIREMENTS

General Education

200

LACS 16100-16200	Introduction to Latin American Civilization I and Introduction to Latin American Civilization II
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or SOSC 24302 & SOSC 24402	Latin American Civilization in Oaxaca I and Latin American Civilization in Oaxaca II	
Total Units		200
Major		
One of the following courses if not taken to meet the general education requirement:		0-100
LACS 16300 or SOSC 24502	Introduction to Latin American Civilization III Latin American Civilization in Oaxaca III	
One of the following sequences: *		300
SPAN 20100-20200-20300	Language, History, and Culture I and Language, History, and Culture II and Language, History, and Culture III	
PORT 20100 & PORT 20200 & PORT 21500	Intermediate Portuguese and Advanced Portuguese and Curso de Aperfeiçoamento	
Five courses dealing with Latin America (four in the social sciences)		500
Two courses in the social sciences **		200
LACS 29801	BA Colloquium	100
BA essay		
Total Units		1100-1200

* Or credit for the equivalent as determined by petition.

** These courses must be chosen in consultation with the student affairs administrator.

GRADING

Each of the required courses for the Latin American Studies major must be taken for a quality grade.

HONORS

Students who have done exceptionally well in their course work and on their BA essay are considered for honors. Candidates must have a GPA of 3.0 or higher overall and 3.25 or higher in the major.

MINOR PROGRAM IN LATIN AMERICAN STUDIES

The minor program in Latin American Studies provides students majoring in other disciplines the opportunity to become familiar with selected aspects of Latin American societies, cultures, histories, politics, and economics through one or more of the social sciences as they deal with Latin American materials, and one or more major language of the region. It can provide an appropriate cultural background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences. The course of study is designed to be flexible so as to serve students in the humanities, social sciences, biological sciences,

and physical sciences. The minor, which can be completed in one year, requires five to six courses, depending on how the student meets the general education requirement in civilization studies.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. They must be taken for quality grades and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students must complete the general education requirement in civilization studies with LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III or SOSC 24302-24402-24502 Latin American Civilization in Oaxaca I-II-III. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete a five-course minor. Students who meet the general education requirement with two quarters of the civilization sequence will count the third quarter of the sequence toward the minor, for a six-course minor.

The minor requires two courses in Spanish or Portuguese at the level of the second year or beyond. Credit may be granted by petition for one of these courses. The minor also requires three Latin American content courses.

Students must submit a research paper treating a Latin American topic for one of their Latin American content courses. The research paper is of intermediate length (ten to fifteen pages) in a course with Latin American content. Each student is responsible for making appropriate arrangements with the faculty member. Completion of the course research paper must be demonstrated to the program adviser in Latin American Studies.

Students who elect the minor program should meet with the program adviser in Latin American Studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The program adviser's approval for the minor must be submitted to the student's College adviser, on a form obtained from the College adviser, no later than the end of the student's third year.

SUMMARY OF REQUIREMENTS: MINOR PROGRAM IN LATIN AMERICAN STUDIES

One of the following if not taken to meet the general education requirement:	0-100
LACS 16300	Introduction to Latin American Civilization III
SOSC 24502	Latin American Civilization in Oaxaca III
One of the following sequences: *	200
SPAN 20100-20200	Language, History, and Culture I and Language, History, and Culture II
PORT 20100-20200	Intermediate Portuguese and Advanced Portuguese
Three courses dealing with Latin America	300
Total Units	500-600

- * Eligible students may petition for partial credit (for only one language course).

COURSES

The following courses are for reference only. See the Time Schedules for specific offerings. See the Center for (<http://maclas.uchicago.edu/page/courses>) Latin American Studies (<http://maclas.uchicago.edu/page/courses>) webpage for further information on quarterly offerings.

LACS 12200. Portuguese for Spanish Speakers. 100 Units.

This class is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Instructor(s): A.-M. Lima Terms Offered: Spring

Prerequisite(s): SPAN 20100 or consent of instructor

Note(s): Must be taken for a quality grade.

Equivalent Course(s): PORT 12200

LACS 16100-16200-16300. 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).

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

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): ANTH 23101, CRES 16101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100

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

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

Terms Offered: Winter

Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200

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

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

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

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

Terms Offered: Winter

Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200

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

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

LACS 16413. Maya Art and Architecture. 100 Units.

This course provides an introduction to the art of the ancient Maya of Mexico, Guatemala, and Honduras from the first millennium BC to the time of the Spanish invasion. Beginning with the earliest developments of monumental art and architecture, studying through the competition between flourishing city-states, and examining moments of contact with other regions of Mesoamerica, this course examines topics such as architecture and urbanism, courtly and sacred arts, word and image, and the relationship between art and identity.

Instructor(s): C. Brittenham Terms Offered: Autumn

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 16413

LACS 21903. Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Winter

Prerequisite(s): SPAN 20300 or consent of instructor

Equivalent Course(s): SPAN 21903, CRES 21903

LACS 22003. Introducción a las literaturas hispánicas: del Modernismo al presente. 100 Units.

Students in this course study an array of texts written in Spanish America from the late nineteenth century to the present, including the literature of the Hispanic diasporas. Authors may include José Martí, Rubén Darío, Mariano Azuela, Pablo Neruda, César Vallejo, Teresa de la Parra, Jorge Luis Borges, Octavio Paz, Rosario Castellanos, Mario Vargas Llosa, and Pedro Pietri.

Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor

Equivalent Course(s): SPAN 22003

LACS 24130. The Production of the Artist. 100 Units.

This course will develop a conversation about what constitutes the image of the contemporary artist. Written exercises will contribute to the development of the problem of how one produces oneself as an artist. The history of dematerialization in art practice from the 1960's, and the discussion of globalization that emerged in the 1980's will be brought to bear. How is the role and identity of the artist constructed in relation to various histories and to the prevailing movements of the moment such as institutional critique and relational aesthetics? This course is open to students of all disciplines who are interested in how the artist is constructed, not only as role or identity, but as a production site.

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

Equivalent Course(s): ARTV 34130,LACS 34130,ARTV 24130

LACS 25303. Human Rights: Alien and Citizen. 100 Units.

This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the "alien" (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers.

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

Equivalent Course(s): HMRT 24701,LAWS 62401

LACS 26000. Brazilian Narratives. 100 Units.

This course examines an array of representative texts written in Brazil during the nineteenth century to the present. We will read novels, short stories, essays, and poems. Authors to be studied include Machado de Assis, Mário de Andrade, Mário de Andrade, Gilberto Freyre, Sergio Buarque de Holanda, Silviano Santiago, and others.

Instructor(s): A. Melo Terms Offered: Winter

Note(s): Taught in Portuguese.

Equivalent Course(s): PORT 35000,LACS 36000,PORT 25000

LACS 26602. Brazilian Literature and Cinema. 100 Units.

In this class, we will discuss the intricate and complex relationship between literature and film in Brazilian culture. Should film adaptations be faithful to the novels by which they were inspired? Should such films be regarded as interpretations of the original text or should they be evaluated as an autonomous cultural production? What role do they play in the process of canonization of a literary work? Those are questions that we will try to answer throughout the quarter.

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

Note(s): All the books will be available in English. Taught in English with an additional weekly session in Portuguese for students seeking Portuguese credit.

Equivalent Course(s): PORT 36502,LACS 36602,PORT 26502

LACS 27004. Lusophone Postcolonial Studies. 100 Units.

The main goal of this seminar is to discuss the specificities and predicaments of Lusophone Postcolonial Studies. In what sense can Portuguese colonialism be compared to its British and French counterparts? What was the role played by Brazil in the relation between Portugal and Lusophone Africa? (Did Brazil represent a model to be followed by African anti-colonial intellectuals in their search for political and cultural independence? Or was Brazil complicit with Portuguese colonialism?) How should we account for this kind of South-South relationship between Brazil and Lusophone African countries? These are the questions we will address in this seminar.

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

Note(s): Taught in English with an additional weekly session in Portuguese for students seeking Portuguese credit.

Equivalent Course(s): PORT 37000,LACS 37004,PORT 27000

LACS 29503. Mexican Murals. 100 Units.

This course examines three vital moments of mural production in Mexico: ancient, colonial, and modern. We will begin by looking at indigenous Mesoamerican wall painting traditions of Teotihuacan, the Maya, Cacaxtla, and the Aztecs, and then consider how these traditions were transformed by the encounter with Spanish colonialism to provide decoration for the walls of monastic churches. Finally, we will examine the modern Mexican muralist movement, looking at the work of Diego Rivera, José Clemente Orozco, David Alfaro Siqueiros, and others, with a particular focus on Rivera's murals at the Detroit Institute of Arts. Throughout the course, we will consider mural paintings in relationship to architecture and other media, paying special attention to the different methodologies and kinds of evidence that have been used to interpret these works. The course will also focus on developing research, writing, and presentation skills.

Instructor(s): C. Brittenham Terms Offered: Autumn

Equivalent Course(s): ARTH 39503,LACS 39503,ARTH 29503

LACS 29801. BA Colloquium. 100 Units.

This colloquium, which is led by the preceptor and BA adviser, assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA essays in a public session of the colloquium during the Spring Quarter.

Note(s): Required of students who are majoring in Latin American Studies. Students must participate in all three quarters but register only in Autumn Quarter.

LACS 29900. Preparation of the BA Essay. 100 Units.

Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Consent of faculty supervisor and program adviser. Students are required to submit the College Reading and Research Course Form.

Note(s): Typically taken for a quality grade.

LACS 34130. The Production of the Artist. 100 Units.

This course will develop a conversation about what constitutes the image of the contemporary artist. Written exercises will contribute to the development of the problem of how one produces oneself as an artist. The history of dematerialization in art practice from the 1960's, and the discussion of globalization that emerged in the 1980's will be brought to bear. How is the role and identity of the artist constructed in relation to various histories and to the prevailing movements of the moment such as institutional critique and relational aesthetics? This course is open to students of all disciplines who are interested in how the artist is constructed, not only as role or identity, but as a production site.

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

Equivalent Course(s): ARTV 34130,LACS 24130,ARTV 24130



LAW, LETTERS, AND SOCIETY

PROGRAM OF STUDY

The program in Law, Letters, and Society is concerned with law in civilian and customary legal systems, both historically and contemporaneously. The program is designed to develop the student's analytical skills to enable informed and critical examination of law broadly construed. The organizing premise of the program is that law is a tool of social organization and control, not simply an expression of will or aspiration, and that it is best understood by careful study of both rhetorical artifacts and empirical consequences of its application. Program requirements are constructed to support the organizing premise, and, because of the nature of the requirements, transfer students are not eligible to register as Law, Letters, and Society majors.

The program requires course work in three areas, although there is a reasonably broad latitude both expected and permitted in satisfaction of the distributional requirement. There is a substantial writing requirement for all majors; majors are expected to produce substantial written work (sometimes called "the BA Paper") under the close supervision of a faculty member whose area of scholarly concern is related to the broad objectives of the program.

Application to the Program

Students must apply in Spring Quarter of their first year to enter the program in their second year. Application forms may be obtained from the Office of the New Collegiate Division in C 327. Applications are available in C 327 on Friday of tenth week of Winter Quarter and must be submitted to C 327 by noon on Friday of first week of Spring Quarter. Students are evaluated on the basis of the application statement and previous performance in the College. Because of the nature of the requirements of the program, no more than twenty-five students can be admitted per year.

PROGRAM REQUIREMENTS

Course work is required in three areas. After successfully completing the Introductory Course, students must take two courses in Letters and two courses in Society. In addition, students must complete six other courses that, while not necessarily offered or listed formally under either rubric, are substantively supportive of the topics, areas, skills, or concerns of the two areas. Courses satisfying the additional requirement are identified on a quarterly basis, and final approval of additional required course work is made by consultation between the student and the program chairman.

The Introductory Course

The Introductory Course must precede all other course work in the major, because it establishes the intellectual moorings of the program. The importance of the Introductory Course lies not in its content (indeed, its precise focus and scope may be different from time to time) but on its approach to the nature of law. Recently, for example, the Introductory Course has been LLSO 24200 Legal Reasoning, a

study, based primarily on cases, of the classic conventions of legal argument in the Anglo-American legal system. In other years, the Introductory Course might be Roman Law or Greek Law, Medieval Law, or a text-based course on ancient legal philosophy, or a comparison of modern legal categories and policies with those of former societies and cultures. The objective is not so much to establish a historical foundation for modern studies as to demonstrate that legal systems are culturally rooted; that urgent, present concerns may obscure important characteristics of legal ideas and behavior; and that many recurrent themes in Western legal thought are shaped or driven by both common and uncommon features. Unlike many legal studies programs that attempt to orient study of the law primarily in contemporary debates, usually in the field of American constitutional law, the program seeks to organize its exploration of law as a system rather than as a forum or an instrument.

Other Course Work

After completing the Introductory Course, students must take two courses each in the Letters and Society divisions of the program, plus six other courses complementary to the required work, as outlined previously (the other six courses may be ones cross listed in the program or may be from other disciplines). Letters and Society are not meant as fixed or self-defining fields, but instead as organizational categories emphasizing two fundamental modes of examining law in a systemic fashion. Courses under the rubric of Letters (whether based in the program or in English, philosophy, or political theory) tend to be based on the study of literary and historical artifacts, such as cases, tracts, conventional literature, or other texts, and emphasize the ways in which law formally constitutes itself. Questions of interpretative and normative theory, rhetorical strategy, and the like are central to such courses. Society serves to organize studies from a variety of different disciplines (including history, political science, economics, and sociology) that try to measure, with different techniques and at different times, the effect of law on society. The combined objective is to treat law as an intellectual activity and as a phenomenon, and to emphasize that both occur in contexts that help to shape them, whether ancient or modern.

Research

In addition to satisfying the course requirements, each student in the program must produce evidence of sustained research in the form of a substantial research paper during either the junior or senior year and obtain approval of a member of the faculty, although not necessarily a member of the program faculty. Papers may be written in conjunction with Law, Letters, and Society courses, under the auspices of reading and research courses, or in a Research Seminar. (The paper is an independent requirement, however, and need not be accomplished in conjunction with enrollment in a specific course.) The scope, method, and objective of the paper, as well as its length, are subject to negotiation between the student and the instructor.

Summary of Requirements

Introductory Course	100
Two Letters courses	200

Two Society courses	200
Six Complementary courses	600
Total Units	1100

HONORS

Students who wish to be considered for honors must notify the program chairman and their faculty supervisor in writing no later than two quarters before the quarter in which they expect to receive their degree. Eligible students must maintain a GPA of at least 3.50 both overall and in the major, and they must write a distinguished research paper. The paper must be submitted by noon on Friday of fifth week in the quarter of proposed graduation (other papers must be submitted by noon on Friday of seventh week), and the student's faculty supervisor and a second reader must agree that honors are merited. It should be noted that honors are awarded sparingly.

READING AND RESEARCH COURSES

For students with a legitimate interest in pursuing study that cannot be met by means of regular courses, there is an option of devising a reading and research course to be supervised by a member of the faculty and taken for a quality grade. Such courses may not be used to satisfy the requirements of either the two-course Letters or two-course Society requirements, but may be used to satisfy part of the other six required courses, with the written permission of the program chairman obtained in advance of initiation of the work. Only two research courses may be used within the major. LLSO 29400 Research Seminar may also be used as one of the six Complementary Courses.

GRADING

Two of the six complementary courses required in the program may, with consent of instructor, be taken for *P/F* grading. Students who enroll in LLSO 29400 Research Seminar, offered annually, are graded on a *P/F* basis, and the seminar counts as one of the two *P/F*-graded complementary courses.

ADVISING

Students who wish to major in Law, Letters, and Society must register for LLSO 24200 Legal Reasoning in Autumn Quarter of their second year. *This requirement is not negotiable.* Students should note that, as an interdisciplinary major, the program has a strictly limited enrollment and that registration for the Introductory Course is determined during the preceding Spring Quarter. Upon deciding to major in Law, Letters, and Society, students should arrange to consult with the program chairman on their course of study in the program. Students should continue to consult with their College advisers on general education degree requirements.

COURSES

I. The Introductory Course

LLSO 24200. Legal Reasoning. 100 Units.

This course introduces legal reasoning in a customary legal system. The first part examines the analytical conventions that lawyers and judges purport to use. The second part examines fundamental tenets of constitutional interpretation. Both judicial decisions and commentary are used, although the case method is emphasized.

Instructor(s): D. Hutchinson Terms Offered: Autumn

Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

II. Letters

LLSO 21710. Machiavelli: The Prince and Discourses. 100 Units.

This course is a reading and discussion of *The Prince* and the *Discourses on Livy*, supplemented by portions of Livy's *History of Rome*. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political roles of pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, and fortune; the relevance of ancient history to modern experience; reading and writing; and theory and practice.(A)

Instructor(s): N. Tarcov Terms Offered: Autumn

Equivalent Course(s): FNDL 29300,PLSC 32100,SCTH 31710,PLSC 20800

LLSO 23501. History of Information. 100 Units.

'Information' in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.

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

Equivalent Course(s): HIST 35415,CHSS 35415,HIST 25415

LLSO 24300. American Law and the Rhetoric of Race. 100 Units.

This course examines the ways American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy and judicial opinion.

Instructor(s): D. Hutchinson Terms Offered: Spring

Equivalent Course(s): LAWS 59800,LAWS 49801

LLSO 24711. Lincoln: Slavery, War, and the Constitution. 100 Units.

This course is a study of Abraham Lincoln's view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln's policies.

Instructor(s): D. Hutchinson Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): FNDL 24711, HIST 27102

LLSO 28200. Machiavelli's Political Thought. 100 Units.

This course is devoted to the political writings of Niccolò Machiavelli. Readings include *The Prince*, *Discourses* on Livy's *History of Rome*, selections from the *Florentine Histories*, and Machiavelli's proposal for reforming Florence's republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)

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

Prerequisite(s): Prior consent of instructor.

Equivalent Course(s): PLSC 27216, PLSC 52316, FNDL 28102

III. Society

LLSO 20601. American Revolution, 1763 to 1789. 100 Units.

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution-making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.

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

Equivalent Course(s): HIST 25300, HIST 35300

LLSO 20606. Early America in 1800. 100 Units.

This course surveys major themes in the settlement of the British colonies, the crisis of the American Revolution, and the growth of American society and politics.

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

Equivalent Course(s): HIST 18710

LLSO 22104. Intellectual Property and Piracy. 100 Units.

Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students to understand why. It explains the principles of modern intellectual property, by examining their historical development over the last five hundred years. Using sources from the history of literature, art, and music—as well as from modern science and information technology—students will discover how piracy and property have clashed since the Renaissance, and still do so today. They will then be well-placed to address the central problem of intellectual property, and one of the most basic questions facing today's universities: What is the proper relation between creativity and commerce?

Instructor(s): A. Johns Terms Offered: Winter

Equivalent Course(s): CHSS 31900, HIPS 26700, HIST 33000, HIST 23000

LLSO 22106. 19th Century Segment of the U.S. Survey. 100 Units.

This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic, the robber barons and newfound workers' unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated over which ways to make their Revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the debates over the recently concluded Iraq War, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African-American president, we have to revisit the nation's long history of slavery, racism, and segregation. The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. Weather permitting, the class will take at least one short trip to relevant historical site in (or around) Chicago. Requirements include careful reading, active and thoughtful participation, and a series of short written assignments.

Instructor(s): A. Lippert Terms Offered: Winter

Equivalent Course(s): HIST 18804,GNSE 18804

LLSO 23100. Environmental Law. 100 Units.

This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): ENST 23100,PBPL 23100

LLSO 23112. Northern Renaissance/Early Reformation. 100 Units.

In surveying the history of this period, attention is devoted to the relationships between the movements of Renaissance and Reformation in northern Europe from the late fifteenth to the mid-sixteenth centuries. Primary texts are emphasized.

Instructor(s): H. Gray Terms Offered: Autumn

Equivalent Course(s): HIST 23001,HIST 33001

LLSO 24901. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

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

Equivalent Course(s): PBPL 24701,ENST 24701

LLSO 25100. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (V) (I)

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

Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 21700, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000

LLSO 25610. Authority, Obligation, and Dissent. 100 Units.

What is the basis of political authority? What, if anything, makes it legitimate? Under what conditions are we obliged to follow the laws and orders of government authorities? Under what conditions can we legitimately disobey such laws or orders, or even engage in violent rebellion? How have some of the most influential political thinkers answered such questions historically and which of their theories are most helpful for illuminating these issues for us today? Readings include classic writings by Plato, Hobbes, Locke, Burke, Paine, Kant, Thoreau, Gandhi, Fanon, and Martin Luther King, Jr. (A)

Instructor(s): S. Muthu Terms Offered: Winter

Equivalent Course(s): PLSC 25610

LLSO 25904. America in the Twentieth Century. 100 Units.

This lecture course provides an introductory survey of major developments in American history in the twentieth century. It is structured around a political history narrative, but we will examine events from a wide range of perspectives—legal, intellectual, social, economic, diplomatic, military, religious. The course is not encyclopedic, nor is it focused on mastering facts (although this is not discouraged). It is rather concerned with "big" questions about American history since ca. 1900, including the role and scope of government and the rights and obligations of citizens.

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

Equivalent Course(s): HIST 17805

LLSO 26201. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

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

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Equivalent Course(s): ENST 21800, PBPL 21800

LLSO 26802. Public Opinion. 100 Units.

What is the relationship between the mass citizenry and government in the U.S.?

Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation. (B)

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

Equivalent Course(s): PLSC 22400, CRES 22400

LLSO 27100. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

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

Equivalent Course(s): HMRT 20200, HMRT 30200, CRES 29302, HIST 29302, HIST 39302, INRE 31700, JWSC 26602, LAWS 41301

LLSO 27200. Human Rights III: Contemporary Issues in Human Rights. 100 Units.

For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe.

This interdisciplinary course presents a practitioner's overview of several major contemporary human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.

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

Equivalent Course(s): HMRT 20300, HMRT 30300, HIST 29303, HIST 39303, INRE 31800, LAWS 78201

LLSO 27306. U.S. Women and Gender. 100 Units.

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

Equivalent Course(s): HIST 37306, HMRT 27306, HMRT 37306, HIST 27306

LLSO 27307. Drugs, Guns, and Money: The Politics of Criminal Conflict. 100 Units.

This course examines armed conflict between states and criminal groups, with a focus on Latin America's militarized drug wars. Why do states decide to crack down on cartels, and why do cartels decide to fight back? Are drug wars "insurgencies"? If so, can they be won? Why does drug violence vary over time, over space, and between market sector? We will study these issues from historical, economic, criminological, and cultural perspectives. Throughout, we focus on the interplay of domestic and international politics in formulating and enforcing drug policy. (C)

Instructor(s): B. Lessing Terms Offered: Spring

Equivalent Course(s): PLSC 29500

LLSO 27601. Politics and Culture in African American History. 100 Units.

In this course we will explore historically the political implications of black cultural formations and expressions, focusing on the diverse ways in which culture has been explicitly invoked or deployed to political ends, has served as a means of political mobilization, and has marked African Americans as fit or unfit for citizenship rights. Through this debate—which has been sometimes explicit and at other times sub-rosa—we will probe the meanings and significance attributed to race, culture, and their interrelationship. Among the topics to be addressed in lectures and discussions are the debates on the relation between slave culture and resistance, the contrasting ways black and white performers have engaged the minstrel tradition, the social interpretations of black musical expression, the role of the state in promoting black cultural expression, and culture as a site of resistance. Each topic will be addressed through lectures and class discussions.

Instructor(s): T. Holt Terms Offered: Autumn

Equivalent Course(s): HIST 20109

LLSO 27704. Political Leadership: Historical and Contemporary Perspectives. 100 Units.

This course will examine both classical and contemporary analyses of leadership, with a particular focus on the relationship between executive authority and democratic politics. We will read traditional authors such as Cicero, Livy, Plutarch and Machiavelli as well as contemporary analyses of modern political leadership, especially of the American Presidency. (A)

Instructor(s): W. Howell, J. McCormick Terms Offered: Winter

Note(s): Limited enrollment.

Equivalent Course(s): PLSC 37702, PLSC 27702

LLSO 28010. U.S. Legal History. 100 Units.

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

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

Equivalent Course(s): AMER 27605, CRES 27605, GNSE 27605, HMRT 27061, HIST 27605

LLSO 28613. Politics and Human Nature. 100 Units.

This course explores commonalities among psychoanalytic theory, Buddhism, and studies of emotions and brain physiology, particularly as they relate to questions of the self and political life. In addition to exploring each of these theories, we investigate particular questions (e.g., inevitability of conflict, dynamics of obedience and authority, emotional power of ideology, and non-Western understandings of human consciousness). (A)

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

Prerequisite(s): Third- or fourth-year standing.

Note(s): Class limited to fifteen students.

Equivalent Course(s): PLSC 28615

LLSO 28710. Democracy and the Politics of Wealth Redistribution. 100 Units.

How do political institutions affect the redistribution of wealth among members of a society? In most democracies, the distribution of wealth among citizens is unequal but the right to vote is universal. Why then have so many newly democratic states transitioned under conditions of high inequality yet failed to redistribute? This course explores this puzzle by analyzing the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government's capacity or incentives to redistribute wealth. Topics include economic inequality and the demand for redistribution, the difference in redistribution between democracy and dictatorship, the role of globalization in policymaking, and the effects of redistribution on political stability and change. (C)

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

Equivalent Course(s): PLSC 28710

LLSO 29000. Sport, Society, and Science. 100 Units.

This interdisciplinary course draws faculty from across the University to examine and to integrate important elements of the world of sport and competition, including sport and society; race and sport; legal, economic, and public policy frameworks; psychological and neurological aspects of competition, the physics of sports; and statistical measurements of performance.

Terms Offered: Winter

LLSO 29201. Ethnic Rights. 100 Units.

The aim of this undergraduate course is to examine the emergence of cultural rights within the broader human rights movement. Indeed, cultural or ethnic rights were part of a third generation of human rights which moves beyond purely civil and political rights, to definitions that include social, economic and cultural rights. Among the many rights embedded in the notion of cultural rights are the rights to political and cultural autonomy, natural resources, and territory, typically for indigenous peoples. In this course, we analyze how these cultural rights emerged in international human rights institutions and discourse, as well as how they have been translated back into, and transformed by, local political struggles around the world. Throughout the course, the students will have the chance to learn from and engage with a number of organizations and activists in Chicago that work on indigenous and cultural rights. (C)

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

Equivalent Course(s): PLSC 29201

IV. Research and Reading**LLSO 29400. Research Seminar. 100 Units.**

Instructor(s): D. Hutchinson Terms Offered: Autumn



LINGUISTICS

PROGRAM OF STUDY

The purpose of the BA program in linguistics is to provide a solid, integrated introduction to the scientific study of language through course work in the core subdisciplines of linguistics, as well as to ensure that the student has a language background sufficient to provide a complement to the theoretical parts of the program and for an understanding of the complexities of human language. This program provides students with a general expertise in the field and prepares them for productive advanced study in linguistics.

Students who are majoring in linguistics may visit linguistics.uchicago.edu to learn about events and resources on and off campus and for links to information on employment opportunities.

Students who are majoring in other fields of study may also complete a minor in linguistics. Information follows the description of the major.

PROGRAM REQUIREMENTS

The BA in linguistics requires thirteen courses, which fall into two categories: courses that provide expertise in linguistics and courses that ensure breadth of study in a non-Indo-European language. Students have flexibility to construct a course of study that accords with their interests, but their final tally of thirteen courses must include the following:

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100

Study of a non-Indo-European language

The language requirement is designed to ensure breadth of study in a non-Indo-European language. This requirement can be met in four different ways:

1. Registration in a three-quarter course in a non-Indo-European language on campus
2. Examination credit in a non-Indo-European language for which the University offers placement examinations
3. Registration for an intensive one-quarter course in the structure of a non-Indo-European language offered by a member of the linguistics faculty (or by another faculty member upon approval by the director of undergraduate studies)
4. Completion of an approved intensive language program taken elsewhere for languages not offered or tested for at the University of Chicago.

Students who fulfill the non-Indo-European language requirement with fewer than three quarters of study must substitute elective courses for the language course quarters not taken. At least six electives for the major must be courses offered by the Department of Linguistics (i.e., courses whose numbers begin with LING). For

any further electives, a student may petition the department to substitute a related course that does not have a LING number.

SUMMARY OF REQUIREMENTS

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology (core course)	100
LING 20201	Introduction to Syntax (core course)	100
LING 20301	Introduction to Semantics and Pragmatics (core course)	100
Nine courses from the following:		900
0-3 courses in a non-Indo-European language *		
6-9 Linguistics electives **		
<hr/> Total Units		1300

* Credit may be granted by examination. When any part of the language requirement is met by examination, the equivalent number of electives in linguistics must be substituted for quarter credit granted. With prior approval of the director of undergraduate studies, such electives may be taken in other departments.

** A minimum of six must be courses with LING numbers.

GRADING

All courses used to satisfy requirements for the major and minor must be taken for quality grades. With consent of the instructor, nonmajors may take linguistics courses for P/F grading.

NOTE: Students who entered the University prior to Autumn 2009 may choose to fulfill either the requirements stated here or those that were in place when they entered the University.

HONORS

In order to receive the degree in linguistics with honors, a student must write an honors essay. At the end of a student's third year, any student who has maintained a 3.0 or better overall GPA and a 3.5 or better GPA in linguistics courses may consult with the director of undergraduate studies about submitting an honors essay. The honors essay must be submitted by fifth week of the quarter in which the student plans to graduate. Complete guidelines and requirements for the honors essay can be obtained from the director of undergraduate studies.

Students wishing to write an honors essay are required to take two graduate-level courses (numbered 30000 or above) in areas most relevant to their thesis work, as determined in consultation with their adviser(s) and approved by the director of undergraduate studies.

This program may accept a BA paper or project used to satisfy the same requirement in another major with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed

and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

MINOR PROGRAM IN LINGUISTICS

Students in other fields of study may complete a minor in linguistics. The minor in linguistics requires a total of seven courses, which must include three linguistics electives (courses whose numbers begin with LING) and the following four courses:

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100

Students who elect the minor program in linguistics must contact the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. The adviser's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

LINGUISTICS - AMERICAN SIGN LANGUAGE COURSES

ASLG 10100-10200-10300. American Sign Language I-II-III.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

ASLG 10100. American Sign Language I. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Autumn

ASLG 10200. American Sign Language II. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Winter

Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language III. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10200

ASLG 10200-10300. American Sign Language II-III.

ASLG 10200. American Sign Language II. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Winter

Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language III. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10200

ASLG 10300. American Sign Language III. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10200

ASLG 10400-10500-10600. Intermediate American Sign Language I-II-III.

This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms.

Field trip required.

ASLG 10400. Intermediate American Sign Language I. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Autumn

Prerequisite(s): LGLN 10300

ASLG 10500. Intermediate American Sign Language II. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Winter

Prerequisite(s): LGLN 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Spring

Prerequisite(s): LGLN 10500

ASLG 10500-10600. Intermediate American Sign Language II-III.**ASLG 10500. Intermediate American Sign Language II. 100 Units.**

Instructor(s): D. Ronchen Terms Offered: Winter

Prerequisite(s): LGLN 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Spring

Prerequisite(s): LGLN 10500

ASLG 10600. Intermediate American Sign Language III. 100 Units.

Instructor(s): D. Ronchen Terms Offered: Spring

Prerequisite(s): LGLN 10500

LINGUISTICS - LANGUAGES IN LINGUISTICS COURSES**LGLN 10101-10102-10103. Elementary Modern Armenian I-II-III.**

This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages).

A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

LGLN 10101. Elementary Modern Armenian I. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Equivalent Course(s): ARME 10101,EEUR 21100

LGLN 10102. Elementary Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

Equivalent Course(s): ARME 10102,EEUR 21200

LGLN 10103. Elementary Modern Armenian III. 100 Units.

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

Prerequisite(s): ARME 10102

Equivalent Course(s): ARME 10103,EEUR 21300

LGLN 10102-10103. Elementary Modern Armenian II-III.

LGLN 10102. Elementary Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

Equivalent Course(s): ARME 10102,EEUR 21200

LGLN 10103. Elementary Modern Armenian III. 100 Units.

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

Prerequisite(s): ARME 10102

Equivalent Course(s): ARME 10103,EEUR 21300

LGLN 10103. Elementary Modern Armenian III. 100 Units.

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

Prerequisite(s): ARME 10102

Equivalent Course(s): ARME 10103,EEUR 21300

LGLN 10115-10215-10315. First-Year Tamil I-II-III.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher–student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

LGLN 10115. First-Year Tamil I. 100 Units.

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

Equivalent Course(s): TAML 10100

LGLN 10215. First-Year Tamil II. 100 Units.

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

Equivalent Course(s): TAML 10200

LGLN 10315. First-Year Tamil III. 100 Units.

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

Equivalent Course(s): TAML 10300

LGLN 10215. First-Year Tamil II. 100 Units.

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

Equivalent Course(s): TAML 10200

LGLN 10315. First-Year Tamil III. 100 Units.

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

Equivalent Course(s): TAML 10300

LGLN 11100-11200. Accelerated Elementary Modern Greek I-II.

This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

LGLN 11100. Accelerated Elementary Modern Greek I. 100 Units.

Terms Offered: Autumn

Equivalent Course(s): MOGK 11100,MOGK 30100

LGLN 11200. Accelerated Elementary Modern Greek II. 100 Units.

Terms Offered: Not offered in 2012-13

Equivalent Course(s): MOGK 11200,MOGK 30200

LGLN 11200. Accelerated Elementary Modern Greek II. 100 Units.

Terms Offered: Not offered in 2012-13

Equivalent Course(s): MOGK 11200,MOGK 30200

LGLN 12000-12100-12200. Elementary Basque I-II-III.**LGLN 12000. Elementary Basque I. 100 Units.**

The Basque language is spoken in the Basque Country, a region in Northeastern Spain and Southwestern France. It is a language isolate: As far as we know, it is not related to any other language in the world. This course offers an introduction to reading, writing, and speaking in Basque. The teaching methodology will take on a communicative perspective—we will work on vocabulary, comprehension, and communicative skills in pragmatic and strategic ways. Students will acquire basic Basque language skills that will enable them to master the communicative functions which have been set for the course. The lessons will have a sense of continuity, and, in that context, the main aim will be for the students to witness and take command of their own progress.

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

Equivalent Course(s): BASQ 12000

LGLN 12100. Elementary Basque II. 100 Units.

A continuation of Elementary Basque I, advancing the students' knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the acquirement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students' communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them.

Instructor(s): A. Gabantxo Terms Offered: Winter

Prerequisite(s): BASQ 12000 or instructor's consent

Equivalent Course(s): BASQ 12100

LGLN 12200. Elementary Basque III. 100 Units.

A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language.

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

Prerequisite(s): BASQ 12100 or instructor's consent

Equivalent Course(s): BASQ 12200

LGLN 12100-12200. Elementary Basque II-III.**LGLN 12100. Elementary Basque II. 100 Units.**

A continuation of Elementary Basque I, advancing the students' knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the acquirement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students' communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them.

Instructor(s): A. Gabantxo Terms Offered: Winter

Prerequisite(s): BASQ 12000 or instructor's consent

Equivalent Course(s): BASQ 12100

LGLN 12200. Elementary Basque III. 100 Units.

A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language.

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

Prerequisite(s): BASQ 12100 or instructor's consent

Equivalent Course(s): BASQ 12200

LGLN 12200. Elementary Basque III. 100 Units.

A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language.

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

Prerequisite(s): BASQ 12100 or instructor's consent

Equivalent Course(s): BASQ 12200

LGLN 18711-18712-18713. Elementary Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

LGLN 18711. Elementary Turkish I. 100 Units.

Instructor(s): K. Arik Terms Offered: Autumn

Note(s): The class meets for five hours a week

Equivalent Course(s): TURK 10101

LGLN 18712. Elementary Turkish II. 100 Units.

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

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

Equivalent Course(s): TURK 10102

LGLN 18713. Elementary Turkish III. 100 Units.

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

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

Equivalent Course(s): TURK 10103

LGLN 18712. Elementary Turkish II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

Equivalent Course(s): TURK 10102

LGLN 18713. Elementary Turkish III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

Equivalent Course(s): TURK 10103

LGLN 20101-20102-20103. Intermediate Modern Armenian I-II-III.

The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

LGLN 20101. Intermediate Modern Armenian I. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Prerequisite(s): ARME 10103

Equivalent Course(s): ARME 20101

LGLN 20102. Intermediate Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 20101

Equivalent Course(s): ARME 20102

LGLN 20103. Intermediate Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 20102

Equivalent Course(s): ARME 20103

LGLN 20102. Intermediate Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 20101

Equivalent Course(s): ARME 20102

LGLN 20103. Intermediate Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 20102

Equivalent Course(s): ARME 20103

LGLN 20115-20215-20315. Second-Year Tamil I-II-III.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing.

LGLN 20115. Second-Year Tamil I. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Autumn

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): TAML 20100

LGLN 20215. Second-Year Tamil II. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): TAML 20200

LGLN 20315. Second-Year Tamil III. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): TAML 20300

LGLN 20215. Second-Year Tamil II. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): TAML 20200

LGLN 20315. Second-Year Tamil III. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): TAML 20300

LGLN 22001. From Proto-Indo-European to Old Church Slavonic. 100 Units.

This course covers essentials of Slavic historical grammar with emphasis on the evolution of Proto-Slavic verbal and nominal morphology.

Instructor(s): Y. Gorbachov Terms Offered: Spring

Prerequisite(s): Some familiarity with either Old Church Slavonic or Indo-European.

Equivalent Course(s): SLAV 22001

LGLN 22100-22200-22300. Elementary Georgian I-II-III.

This course introduces students to modern Georgian grammar, primarily through reading exercises that relate to Georgian historical, social, and literary traditions. Supplemental activities that encourage writing, speaking, and listening skills are also included.

LGLN 22100. Elementary Georgian I. 100 Units.

Instructor(s): T. Wysocki-Niimi Terms Offered: Autumn

LGLN 22200. Elementary Georgian II. 100 Units.

Instructor(s): T. Wysocki-Niimi Terms Offered: Winter

Prerequisite(s): LGLN 22100

LGLN 22300. Elementary Georgian III. 100 Units.

Instructor(s): T. Wysocki-Niimi Terms Offered: Spring

Prerequisite(s): LGLN 22200

LGLN 22200-22300. Elementary Georgian II-III.

LGLN 22200. Elementary Georgian II. 100 Units.

Instructor(s): T. Wysocki-Niimi Terms Offered: Winter

Prerequisite(s): LGLN 22100

LGLN 22300. Elementary Georgian III. 100 Units.

Instructor(s): T. Wysocki-Niimi Terms Offered: Spring

Prerequisite(s): LGLN 22200

LGLN 22300. Elementary Georgian III. 100 Units.

Instructor(s): T. Wysocki-Niimi Terms Offered: Spring

Prerequisite(s): LGLN 22200

LGLN 22700-22800-22900. Advanced Georgian I-II-III.

This course emphasizes advanced language skills and vocabulary building through independent reading and writing projects as well as class exercises involving media such as newspaper and magazine articles, videoclips, radio programs, movies, and additional sound recordings and online materials.

LGLN 22700. Advanced Georgian I. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Autumn

Prerequisite(s): LGLN 22600, GEOR 22600

Equivalent Course(s): GEOR 22700

LGLN 22800. Advanced Georgian II. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter

Prerequisite(s): LGLN 22700, GEOR 22700

Equivalent Course(s): GEOR 22800

LGLN 22900. Advanced Georgian III. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Spring

Prerequisite(s): LGLN 22800, GEOR 22800

Equivalent Course(s): GEOR 22900

LGLN 22800-22900. Advanced Georgian II-III.

LGLN 22800. Advanced Georgian II. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter

Prerequisite(s): LGLN 22700, GEOR 22700

Equivalent Course(s): GEOR 22800

LGLN 22900. Advanced Georgian III. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Spring

Prerequisite(s): LGLN 22800, GEOR 22800

Equivalent Course(s): GEOR 22900

LGLN 22900. Advanced Georgian III. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Spring

Prerequisite(s): LGLN 22800, GEOR 22800

Equivalent Course(s): GEOR 22900

LGLN 24600-24700-24800. Elementary Hittite I-II-III.

This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

LGLN 24600. Elementary Hittite I. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Autumn

Prerequisite(s): Second Year Standing

Equivalent Course(s): AANL 10101, LGLN 34600

LGLN 24700. Elementary Hittite II. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

Equivalent Course(s): AANL 10102, LGLN 34700

LGLN 24800. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): AANL 10103, LGLN 34800

LGLN 24700-24800. Elementary Hittite II-III.**LGLN 24700. Elementary Hittite II. 100 Units.**

Instructor(s): T. van den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

Equivalent Course(s): AANL 10102, LGLN 34700

LGLN 24800. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): AANL 10103, LGLN 34800

LGLN 24800. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): AANL 10103, LGLN 34800

LGLN 25100. Old Church Slavonic. 100 Units.

This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Terms Offered: Winter

Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.

Equivalent Course(s): SLAV 22000,LGLN 35100,SLAV 32000

LGLN 27800. Romani Language and Linguistics. 100 Units.

This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): ANTH 27700,ANTH 47900,EEUR 21000,EEUR 31000,LGLN 37800

LGLN 29700. Structure of Albanian. 100 Units.

Equivalent Course(s): EEUR 20900,EEUR 30900,LGLN 39700

LGLN 32700-32800. Advanced Georgian I-II.

LGLN 32700. Advanced Georgian I. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Autumn, Winter, Spring

Prerequisite(s): LGLN 22600, GEOR 22600, LGLN 32600, GEOR 32600

LGLN 32800. Advanced Georgian II. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Autumn, Winter, Spring

Prerequisite(s): LGLN 22700, GEOR 22700, LGLN 32700, GEOR 32700

LGLN 32800. Advanced Georgian II. 100 Units.

Instructor(s): Tamra Wysocki-Niimi Terms Offered: Autumn, Winter, Spring

Prerequisite(s): LGLN 22700, GEOR 22700, LGLN 32700, GEOR 32700

LGLN 33001. Advanced Readings in Modern Hebrew. 100 Units.

Although this course assumes that students have full mastery of the grammatical and lexical content at the intermediate level, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. After being introduced to sophisticated and more complex syntactic constructions, students learn how to transform simple sentences into more complicated ones. The exercises address the creative efforts of students, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.

Instructor(s): N. Rokem Terms Offered: Winter

Prerequisite(s): HEBR 20503 or equivalent

Equivalent Course(s): JWSC 25601, HEBR 30601, LGLN 23001

LGLN 34600-34700-34800. Elementary Hittite I-II-III.

This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

LGLN 34600. Elementary Hittite I. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Autumn

Prerequisite(s): Second Year Standing

Equivalent Course(s): AANL 10101, LGLN 24600

LGLN 34700. Elementary Hittite II. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

Equivalent Course(s): AANL 10102, LGLN 24700

LGLN 34800. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): AANL 10103, LGLN 24800

LGLN 34700-34800. Elementary Hittite II-III.**LGLN 34700. Elementary Hittite II. 100 Units.**

Instructor(s): T. van den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

Equivalent Course(s): AANL 10102, LGLN 24700

LGLN 34800. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): AANL 10103, LGLN 24800

LGLN 34800. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): AANL 10103,LGLN 24800

LGLN 35100. Old Church Slavonic. 100 Units.

This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Terms Offered: Winter

Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.

Equivalent Course(s): SLAV 22000,LGLN 25100,SLAV 32000

LGLN 37800. Romani Language and Linguistics. 100 Units.

This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): LGLN 27800,ANTH 27700,ANTH 47900,EEUR 21000,EEUR 31000

LGLN 37900. Introduction to Comparative Semitics. 100 Units.

This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.

Instructor(s): R. Hasselbach Terms Offered: Autumn

Prerequisite(s): One year of a Semitic language or introduction to historical linguistics

Equivalent Course(s): NELG 20301

LGLN 39700. Structure of Albanian. 100 Units.

Equivalent Course(s): EEUR 20900,EEUR 30900,LGLN 29700

LINGUISTICS - LINGUISTICS COURSES

LING 18712. Introduction to Old Turkic II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10105

Equivalent Course(s): TURK 10106

LING 18713. Introduction to Old Turkic III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10106

Equivalent Course(s): TURK 10107

LING 20001. Introduction to Linguistics. 100 Units.

This course offers a brief survey of how linguists analyze the structure and the use of language. Looking at the structure of language means understanding what phonemes, words, and sentences are, and how each language establishes principles for the combinations of these things and for their use; looking at the use of language means understanding the ways in which individuals and groups use language to declare their social identities and the ways in which languages can change over time. The overarching theme is understanding what varieties of language structure and use are found across the world's languages and cultures, and what limitations on this variety exist.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

LING 20101. Introduction to Phonetics and Phonology. 100 Units.

This course is an introduction to the study of speech sounds and their patterning in the world's languages. The first half of the course focuses on how speech sounds are described with respect to their articulatory, acoustic, and perceptual structures. There are lab exercises both in phonetic transcription and in the acoustic analysis of speech sounds. The second half focuses on fundamental notions that have always been central to phonological analysis and that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic phonological processes (e.g., assimilation).

Instructor(s): Staff Terms Offered: Quarter varies

Prerequisite(s): LING 20001

LING 20201. Introduction to Syntax. 100 Units.

This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.

Instructor(s): Staff Terms Offered: Quarter varies

Prerequisite(s): LING 20001

LING 20301. Introduction to Semantics and Pragmatics. 100 Units.

This course familiarizes students with what it means to study meaning and use in natural language. By “meaning” we refer to the (for the most part, logical) content of words, constituents, and sentences (semantics), and by “use” we intend to capture how this content is implemented in discourse and what kinds of additional dimensions of meaning may then arise (pragmatics). Some of the core empirical phenomena that have to do with meaning are introduced: lexical (i.e., word) meaning, reference, quantification, logical inferencing, presupposition, implicature, context sensitivity, cross-linguistic variation, speech acts. Main course goals are not only to familiarize students with the basic topics in semantics and pragmatics but also to help them develop basic skills in semantic analysis and argumentation.

Instructor(s): Staff Terms Offered: Quarter varies

Prerequisite(s): LING 20001

LING 21000. Morphology. 100 Units.

This course deals with linguistic structure and patterning beyond the phonological level. We focus on analysis of grammatical and formal oppositions, as well as their structural relationships and interrelationships (morphophonology).

Instructor(s): Staff

LING 21600. Introduction to Language Development. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): PSYC 23200, CHDV 23900

LING 27130. America: Society, Polity, and Speech Community. 100 Units.

We explore the place of languages and of discourses about languages in the history and present condition of how American mass society stands in relation to the political structures of the North American (nation-) states and to American speech communities. We address plurilingualisms of several different origins (i.e., indigenous, immigrant) that have been incorporated into the contemporary American speech community, the social stratification of English in a regime of standardization that draws speakers up into a system of linguistic “register,” and how language itself has become an issue-focus of American political struggles in the past and contemporaneously.

Instructor(s): M. Silverstein Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 27130

LING 27220. Professional Persuasions: The Rhetoric of Expertise in Modern Life. 100 Units.

This course dissects the linguistic forms and semiotics processes by which experts (often called professionals) persuade their clients, competitors, and the public to trust them and rely on their forms of knowledge. We consider the discursive aspects of professional training (e.g., lawyers, economists, accountants) and take a close look at how professions (e.g., social work, psychology, medicine) stage interactions with clients. We examine a central feature of modern life—the reliance on experts—by analyzing the rhetoric and linguistic form of expert knowledge.

Instructor(s): S. Gal Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): ANTH 27505

LING 28600. Computational Linguistics. 100 Units.

This course introduces the problems of computational linguistics and the techniques used to deal with them. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.

Instructor(s): J. Goldsmith Terms Offered: Winter

Prerequisite(s): CMSC 12200, 15200 or 16200, or competence in a programming language

Equivalent Course(s): CMSC 25020

LING 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.

Note(s): Students are required to submit the College Reading and Research Course Form.

LING 29900. BA Paper Preparation Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.

Note(s): Students are required to submit the College Reading and Research Course Form.

LING 30101. Phonological Analysis I. 100 Units.

This course introduces cross-linguistic phonological phenomena and methods of analysis through an indepth examination of fundamental notions that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic non-linear phonological processes (e.g., assimilation, harmony, dissimilation).

Instructor(s): Staff

LING 30102. Phonological Analysis II. 100 Units.

This course is a continuation of Phonological Analysis I focusing on topics of current interest in phonological theory. Topics vary.

Instructor(s): Staff

Prerequisite(s): LING 30101

LING 30201. Syntactic Analysis I. 100 Units.

This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.

Instructor(s): Staff

LING 30202. Syntactic Analysis II. 100 Units.

This course is a continuation of Syntactic Analysis I. It expands our examination of the locality of various syntactic dependencies, especially the nature of unbounded dependencies in a wide variety of languages. Topics include *A'*-movement and nonmovement in interrogatives, relatives, and comparatives, partial *wh*-movement, *wh*-expletives, resumptivity, islands (selective and strong), reconstruction effects, intervention effects, and the nature of successive cyclic movement. The course will have a strong cross-linguistic aspect to it, examining data from Korean, Irish, Hungarian, Turkish, Tzotzil, Swahili, Chinese, Japanese, Greek, Slavic, Romance, and Germanic languages, Chamorro and other Austronesian languages, and varieties of Arabic, among others.

Instructor(s): Staff

Prerequisite(s): LING 30201

LING 30301. Semantics and Pragmatics I. 100 Units.

This is the first in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The first quarter focuses primarily on pragmatics: those aspects of meaning that arise from the way that speakers put language to use, rather than through the formal properties of the linguistic system itself, which is the domain of semantics. However, a central goal of the course will be to begin to develop an understanding of the relation between pragmatics and semantics, by exploring empirical phenomena in which contextual and conventional aspects of meaning interact in complex but regular and well-defined ways, and by learning analytical techniques that allow us to tease these two aspects of linguistics meaning apart.

Instructor(s): Staff

LING 30302. Semantics and Pragmatics II. 100 Units.

This is the second in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The second quarter focuses on the syntax-semantics interface and cross-linguistic semantics. The class will introduce in detail a theory of the way in which the meaning of complex linguistic expressions is formed compositionally from the meaning of constituent parts, and the interaction of semantic and syntactic composition. This theory will form the basis for exploring some empirical questions about the systematicity of cross-linguistic variation in the encoding of meaning.

Instructor(s): Staff

Prerequisite(s): LING 30301

LING 31000. Morphology. 100 Units.

Looking at data from a wide range of languages, we will study the structure of words. We will consider the nature of the elements out of which words are built and the principles that govern their combination. The effects of word structure on syntax, semantics, and phonology will be examined. We will think critically about the concepts of morpheme, inflection, derivation, and indeed, the concept of word itself.

Instructor(s): Staff

Prerequisite(s): LING 20001

LING 31100. Language in Culture I. 100 Units.

Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of "functional" semiotic structure and history.

Instructor(s): M. Silverstein Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 37201, CHDV 37201, PSYC 47001

LING 31200. Language in Culture II. 100 Units.

The second half of the sequence takes up basic concepts in sociolinguistics and their critique.

Instructor(s): C. Nakassis Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 37202, PSYC 47002

LING 42100. Seminar: Semantics. 100 Units.

Note(s): This course has a different topic each quarter it is offered.

LING 47900. Research Seminar. 100 Units.

The course aims to guide students on their research in a structured way and to present professionalization information crucial to success in the field. The course is organized largely around working on the research paper, with the goal of making it a conference-presentable and journal-publishable work. Topics covered include abstracts, publishing, handouts, presentation skills, course design, creating and maintaining a CV, cover letters, webpages, and in general everything that is required for you to successfully compete for jobs in linguistics.

LING 52400. Seminar: Phonology. 100 Units.

Prerequisite(s): LING 30102 or instructor's consent

Note(s): This course has a different topic each quarter it is offered.

LING 53300. Philosophy of Language Seminar: Quotations, Pictures, Words. 100 Units.

his seminar will examine one of the primary devices by means of which we talk about language and mental content. Topics will include the varieties of quotation: direct, indirect, mixed, pure, and non-literal (scare-quotes); various current theories of direct and indirect quotation; the relation between quotation and meaning; context-sensitivity and quotation; and the pictorial character of quotation. More generally, the seminar will investigate quotation as a phenomenon on the border between semantics and pragmatics and between linguistic and non-linguistic modes of representation. Readings will be drawn from authors such as Frege, Quine, Tarski, Davidson, Bennett, Cappelen and Lepore, H. Clark, Recanti, Garcia-Carpintero, Geurts, C. Potts, Kaplan, T. Parsons, Predelli, Burge Peacocke, Brandom, Reimer, Richard, Saka, Sperber and Wilson, and Washington.

Instructor(s): J. Stern Terms Offered: Winter

Equivalent Course(s): DVPR 53302, PHIL 53300

LINGUISTICS - SWAHILI COURSES**SWAH 25200-25300-25400. Swahili I-II-III.**

This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

SWAH 25200. Swahili I. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Autumn

SWAH 25300. Swahili II. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 25300. Swahili II. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 26800-26900-27000. Intermediate Swahili I-II-III.

Students focus on broadening their listening, speaking, reading, and writing skills in this course. They learn to use sophisticated sentence structures and expression of complex ideas in Swahili. Advanced readings and essay writing are based on student interests.

SWAH 26800. Intermediate Swahili I. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Autumn

Prerequisite(s): SWAH 25400 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 26900 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 26900 or consent of instructor



MATHEMATICS

PROGRAM OF STUDY

The Department of Mathematics provides an environment of research and comprehensive instruction in mathematics and applied mathematics at both undergraduate and graduate levels. Both a BA and a BS program in mathematics are offered, including a BS degree in applied mathematics and a BS degree in mathematics with a specialization in economics. Students in other fields of study may also complete a minor in mathematics; information follows the description of the major.

The requirements for a degree in mathematics or in applied mathematics express the educational intent of the Department of Mathematics; they are drawn with an eye toward the cumulative character of an education based in mathematics, the present emerging state of mathematics, and the scholarly and professional prerequisites of an academic career in mathematics.

Requirements for each bachelor's degree look to the advancement of students' general education in modern mathematics and their knowledge of its relation with the other sciences (BS) or with the other arts (BA).

Descriptions of the detailed requirements that give meaning to these educational intentions follow. Students should understand that any particular degree requirement can be modified if persuasive reasons are presented to the department; petitions to modify requirements are submitted in person to the director of undergraduate studies or to one of the departmental counselors. Students should note that only one undergraduate degree may be earned from the Department of Mathematics.

PLACEMENT

At what level does an entering student begin mathematics at the University of Chicago? Every entering student must take the Mathematics Placement Test. This online test must be taken during the summer before arrival on campus. Students will be given instructions in early July on how to access more information. Scores on the Mathematics Placement Test, combined with a student's high school record, determine the appropriate beginning mathematics course for each student: a precalculus course (MATH 10500 Fundamental Mathematics I) or one of three other courses (MATH 11200 Studies in Mathematics I, MATH 13100 Elementary Functions and Calculus I, or MATH 15100 Calculus I). Students who wish to begin at a level higher than MATH 15100 Calculus I must take the Calculus Accreditation Exam, unless they receive Advanced Placement credit as described in the following paragraphs.

During Orientation Week, the College administers the Calculus Accreditation Exam. On the basis of this exam, a student may receive credit for up to three quarters of Calculus. Students earning one quarter of credit on this exam may begin MATH 15200 Calculus II, students earning two quarters of credit may begin with MATH 15300 Calculus III, and students earning three quarters of credit may begin with MATH 19900 Introduction to Analysis and Linear Algebra, MATH 19520

Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this accreditation exam. The Calculus Accreditation Exam is given only during Orientation Week, and may be taken only once and only by incoming students (first-years or transfers).

On the basis of the Calculus Accreditation Exam, students may also be invited to begin MATH 16100-16200-16300 Honors Calculus I-II-III. This sequence builds on the sound computational background provided in AP courses and best prepares entering students for further study in mathematics. Students who are invited to begin Honors Calculus are encouraged to forgo credit in MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take the full Honors Calculus sequence, MATH 16100-16200-16300 Honors Calculus I-II-III. Additionally, at least one section of the MATH 16100-16200-16300 Honors Calculus I-II-III sequence each year will be offered as an inquiry-based learning (IBL) course. Interested students should have a score of 5 on the AP Calculus BC exam, placement into MATH 16100 Honors Calculus I, and fluency in spoken English.

A small number of students each year receive placement recommendations beyond Honors Calculus. Admission to MATH 20700 Honors Analysis in Rn I is by invitation only to those first-year students with superior performance on the Calculus Accreditation Exam or to those sophomores who receive a strong recommendation from their instructor in MATH 16100-16200-16300 Honors Calculus I-II-III. Students who are granted three quarters of calculus credit on the basis of the Calculus Accreditation Exam and who do not qualify for admission to MATH 20700 Honors Analysis in Rn I will place into MATH 19900 Introduction to Analysis and Linear Algebra. These students may consult with one of the departmental counselors about the option of beginning with MATH 16100 Honors Calculus I so that they would be eligible for admission to Honors Analysis the following year.

Students who submit a score of 5 on the AB Advanced Placement exam in mathematics or a score of 4 on the BC Advanced Placement exam in mathematics receive credit for MATH 15100 Calculus I. Students who submit a score of 5 on the BC Advanced Placement exam in mathematics receive credit for MATH 15100 Calculus I and MATH 15200 Calculus II. Currently no course credit is offered in the Mathematics Department at Chicago for work done in an International Baccalaureate Programme or for British A-level or O-level examinations.

PROGRAM REQUIREMENTS

Undergraduate Programs

Four bachelor's degrees are available in the Department of Mathematics: the BA in mathematics, the BS in mathematics, the BS in applied mathematics, and the BS in mathematics with specialization in economics. Programs qualifying students for the degree of BA provide more elective freedom. Programs qualifying students for the degrees of BS require more emphasis in the physical sciences, while the BS in mathematics with specialization in economics has its own set of specialized courses. All degree programs, whether qualifying students for a degree in mathematics

or in applied mathematics, require fulfillment of the College's general education requirements. The general education sequence in the physical sciences must be selected from either first-year chemistry or first-year physics.

Except for the BS in mathematics with specialization in economics, each degree requires at least five courses outside mathematics (detailed descriptions follow for each degree). These courses must be within the Physical Sciences Collegiate Division (PSCD) or from Computational Neuroscience (CPNS). One of these courses must complete the three-quarter sequence in basic chemistry or basic physics. At least two of these courses must be from a single department and all must be chosen from among astronomy, chemistry, computer science, physics (12000s or above), geophysical sciences, statistics (22000 or above), or physical science (18100 or above). Graduate courses from these departments may also be used to fulfill these requirements. No courses from the Financial Mathematics program may be used in any of the undergraduate degree programs in mathematics. Please note in particular the requirements outside of mathematics described below in the degree program for the BS in mathematics with specialization in economics.

Note: Students who are majoring in mathematics may use AP credit for chemistry and/or physics to meet their general education physical sciences requirement and/or the physical sciences component of the major. However, no credit designated simply as "physical science," from AP examinations or from the College's physical sciences placement or accreditation examination, may be used in their general education requirement or in the mathematics major.

Degree Programs in Mathematics

Students who are majoring in mathematics are required to complete: a 10000-level sequence in calculus (or to demonstrate equivalent competence on the Calculus Accreditation Exam); either MATH 16300 Honors Calculus III as the third quarter of the calculus sequence or MATH 19900 Introduction to Analysis and Linear Algebra; a three-quarter sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III); and two quarters of an algebra sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II). The normal procedure is to take calculus in the first year, analysis in the second, and algebra in the third. Students may not use both MATH 16300 Honors Calculus III and MATH 19900 Introduction to Analysis and Linear Algebra to meet major or minor requirements. The MATH 16300 Honors Calculus III/MATH 19900 Introduction to Analysis and Linear Algebra requirement will be waived for entering students who place into MATH 20700 Honors Analysis in Rn I.

Candidates for the BA and BS in mathematics take a sequence in basic algebra. BA candidates may opt for a two-quarter sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II), whereas candidates for the BS degree must take the three-quarter algebra sequence (MATH 25400-25500-25600 Basic Algebra I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III). MATH 25700-25800-25900 Honors Basic Algebra I-II-III is designated as an honors version of Basic Algebra. Registration for this course is the option of the individual student. Consultation with one of the departmental counselors is strongly advised.

The remaining mathematics courses needed in the programs (three for the BA, two for the BS) must be selected, with due regard for prerequisites, from the following approved list of mathematics courses. STAT 25100 Introduction to Mathematical Probability also meets the requirement. BA candidates may include MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III. Mathematics courses in the Paris Spring Mathematics Program may also be used to meet this requirement, and each year one of these three courses will be designated as an acceptable replacement for MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III for BS candidates.

List of Approved Courses

MATH 17500	Basic Number Theory	100
MATH 17600	Basic Geometry	100
MATH 21100	Basic Numerical Analysis	100
MATH 21200	Advanced Numerical Analysis	100
MATH 24100	Topics in Geometry	100
MATH 24200	Algebraic Number Theory	100
MATH 24300	Introduction to Algebraic Curves	100
MATH 26200	Point-Set Topology	100
MATH 26300	Introduction to Algebraic Topology	100
MATH 26700	Introduction to Representation Theory of Finite Groups	100
MATH 26800	Introduction to Commutative Algebra	100
MATH 27000	Basic Complex Variables	100
MATH 27200	Basic Functional Analysis	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 27700	Mathematical Logic I	100
MATH 27800	Mathematical Logic II	100
MATH 28000	Introduction to Formal Languages	100
MATH 28100	Introduction to Complexity Theory	100
MATH 28410	Honors Combinatorics	100
MATH 29700	Proseminar in Mathematics *	100
MATH 30200	Computability Theory I	100
MATH 30300	Computability Theory II	100
MATH 30900	Model Theory I	100
MATH 31000	Model Theory II	100
MATH 31200	Analysis I	100
MATH 31300	Analysis II	100
MATH 31400	Analysis III	100

MATH 31700	Topology and Geometry I	100
MATH 31800	Topology and Geometry II	100
MATH 31900	Topology and Geometry III	100
MATH 32500	Algebra I	100
MATH 32600	Algebra II	100
MATH 32700	Algebra III	100

* as approved

BS candidates are further required to select a minor field, which consists of three additional courses that are outside the Department of Mathematics and either are within the same department in the Physical Sciences Collegiate Division (PSCD) or are among the Computational Neuroscience (CPNS) courses in the Biological Sciences Collegiate Division (BSCD). These courses must be chosen in consultation with one of the departmental counselors.

Summary of Requirements: Mathematics BA

General Education

One of the following sequences: 200

CHEM 10100 Introductory General Chemistry I
& CHEM 10200 and Introductory General Chemistry II

CHEM
11100-11200 Comprehensive General Chemistry I
and Comprehensive General Chemistry II (or equivalent) *

PHYS
12100-12200 General Physics I
and General Physics II (or higher) *

One of the following sequences: 200

MATH
13100-13200 Elementary Functions and Calculus I
and Elementary Functions and Calculus II

MATH
15100-15200 Calculus I
and Calculus II

MATH
16100-16200 Honors Calculus I
and Honors Calculus II *

Total Units 400

Major

One of the following: 100

CHEM 11300 Comprehensive General Chemistry III (or equivalent) *

PHYS 12300 General Physics III (or higher) *

One of the following: ** 100

MATH 16300 Honors Calculus III

MATH 19900 Introduction to Analysis and Linear Algebra

One of the following: 300

MATH 20300-20400-20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III	
MATH 20700-20800-20900	Honors Analysis in Rn I and Honors Analysis in Rn II and Honors Analysis in Rn III	
Two mathematics courses chosen from the List of Approved Courses		200
Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department ***		400
BA Specific		
One of the following:		200
MATH 25400-25500	Basic Algebra I and Basic Algebra II	
MATH 25700-25800	Honors Basic Algebra I and Honors Basic Algebra II	
One of the following:		100
MATH 25600	Basic Algebra III	
MATH 25900	Honors Basic Algebra III	
A course from the List of Approved Courses		
<hr/> Total Units		1400
Summary of Requirements: Mathematics BS		
General Education		
One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II (or equivalent) *	
PHYS 12100-12200	General Physics I and General Physics II (or higher) *	
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II	
MATH 15100-15200	Calculus I and Calculus II	
MATH 16100-16200	Honors Calculus I and Honors Calculus II *	
<hr/> Total Units		400
Major		
One of the following:		100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	

PHYS 12300	General Physics III (or higher) *	
One of the following: **		100
MATH 16300	Honors Calculus III	
MATH 19900	Introduction to Analysis and Linear Algebra	
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III	
MATH 20700-20800-20900	Honors Analysis in Rn I and Honors Analysis in Rn II and Honors Analysis in Rn III	
Two Mathematics courses chosen from the List of Approved Courses		200
Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department ***		400
BS Specific		
One of the following:		300
MATH 25400-25500-25600	Basic Algebra I and Basic Algebra II and Basic Algebra III	
MATH 25700-25800-25900	Honors Basic Algebra I and Honors Basic Algebra II and Honors Basic Algebra III	
Three courses that are not MATH courses but are either from the same PSCD department or are CPNS courses		300
Total Units		1700

Footnotes

- * Credit may be granted by examination.
- ** Students who complete (or receive credit for) MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III must use these courses as general electives, and MATH 19900 Introduction to Analysis and Linear Algebra must be completed for the major.
- *** May include BIOS 24231 Methods in Computational Neuroscience and BIOS 24232 Computational Approaches to Cognitive Neuroscience, or AP credit for STAT 22000 Statistical Methods and Applications, CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, and/or PHYS 12100-12200-12300 General Physics I-II-III. May not include CMSC 10100 Introduction to Programming for the World Wide Web I, CMSC 10200 Introduction to Programming for the World Wide Web II, CMSC 11000 Multimedia Programming as an Interdisciplinary Art I, CMSC 11100 Multimedia Programming as an Interdisciplinary Art II, or CMSC 11200 Introduction to Interactive Logic, or any PHSC course lower than PHSC 18100 The Milky Way.

Degree Program in Applied Mathematics

Candidates for the BS in applied mathematics all take prescribed courses in numerical analysis, algebra, complex variables, ordinary differential equations, and partial differential equations. In addition, candidates are required to select, in consultation with one of the departmental counselors, a secondary field, which consists of three additional courses from a single department that is outside the Department of Mathematics but within the Physical Sciences Collegiate Division, or among the Computational Neuroscience courses in the Biological Sciences Collegiate Division.

Summary of Requirements: BS in Applied Mathematics

General Education

One of the following: 200

CHEM 10100 Introductory General Chemistry I
& CHEM 10200 and Introductory General Chemistry II

CHEM 11100-11200 Comprehensive General Chemistry I
and Comprehensive General Chemistry II (or equivalent) *

PHYS 12100-12200 General Physics I
and General Physics II (or higher) *

One of the following: 200

MATH 13100-13200 Elementary Functions and Calculus I
and Elementary Functions and Calculus II

MATH 15100-15200 Calculus I
and Calculus II

MATH 16100-16200 Honors Calculus I
and Honors Calculus II *

Total Units 400

Major

One of the following: 100

CHEM 11300 Comprehensive General Chemistry III (or equivalent) *

PHYS 12300 General Physics III (or higher) *

One of the following: ** 100

MATH 16300 Honors Calculus III

MATH 19900 Introduction to Analysis and Linear Algebra

One of the following: 300

MATH 20300-20400-20500 Analysis in R^n I
and Analysis in R^n II
and Analysis in R^n III

MATH 20700-20800-20900 Honors Analysis in R^n I
and Honors Analysis in R^n II
and Honors Analysis in R^n III

MATH 21100	Basic Numerical Analysis	100
or MATH 21200	Advanced Numerical Analysis	
One of the following:		200
MATH 25400-25500	Basic Algebra I and Basic Algebra II	
MATH 25700-25800	Honors Basic Algebra I and Honors Basic Algebra II	
MATH 27000 & MATH 27300 & MATH 27500	Basic Complex Variables and Basic Theory of Ordinary Differential Equations and Basic Theory of Partial Differential Equations	300
Six courses that are not MATH courses but are either within the PSCD or are CPNS courses, at least three of which should be taken in a single department **		600
Total Units		1700

* Credit may be granted by examination.

** See restrictions on certain courses listed under previous summary.

Degree Program in Mathematics with Specialization in Economics

This program is a version of the BS in mathematics. The BS degree is in mathematics with the designation "with specialization in economics" included on the final transcript. Candidates are required to complete a yearlong sequence in calculus, MATH 19900 Introduction to Analysis and Linear Algebra if the calculus sequence did not terminate with MATH 16300 Honors Calculus III, a yearlong sequence in analysis (MATH 20300-20400-20500 Analysis in R^n I-II-III or MATH 20700-20800-20900 Honors Analysis in R^n I-II-III), and two quarters of abstract algebra (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II), and earn a grade of at least C- in each course. Students must also take STAT 25100 Introduction to Mathematical Probability. The remaining two mathematics courses must include MATH 27000 Basic Complex Variables and either MATH 27200 Basic Functional Analysis for those interested in Econometrics or MATH 27300 Basic Theory of Ordinary Differential Equations for those interested in economic theory. A C average or higher must be earned in these two courses.

In addition to the third quarter of basic chemistry or basic physics, the eight courses required outside the Department of Mathematics must include STAT 23400 Statistical Models and Methods or STAT 24400 Statistical Theory and Methods I. The remaining seven courses should be in the economics department and must include ECON 20000-20100-20200-20300 The Elements of Economic Analysis I-II-III-IV or ECON 20010-ECON 20110-ECON 20210-ECON 20310 and either ECON 20900 Econometrics: Honors or ECON 21000 Econometrics. The remaining two courses may be chosen from any undergraduate economics course numbered higher than ECON 20300 The Elements of Economic Analysis IV. A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 as a prerequisite and is numbered as a Chicago Booth 40000 or higher course. Additionally, the course needs to pertain to the application of economic theory to a course subject that is not offered by the department of

economics. Courses such as accounting, investments, and entrepreneurship will not be considered for economics elective credit. Consideration for elective credit must be done by petition before a student registers for the course. There will be no retroactive consideration for credit. Students must earn a grade of C or higher in each course taken in economics to be eligible for this degree.

It is recommended that students considering graduate work in economics use some of their electives to include at least one programming course (CMSC 15100 Introduction to Computer Science I is strongly recommended), and an additional course in statistics (STAT 24400-24500 Statistical Theory and Methods I-II is an appropriate two-quarter sequence). Students planning to apply to graduate economics programs are strongly encouraged to meet with one of the economics undergraduate program directors before the beginning of their third year.

Summary of Requirements: BS in Mathematics with Specialization in Economics

General Education

One of the following sequences: 200

CHEM 10100 Introductory General Chemistry I
& CHEM 10200 and Introductory General Chemistry II

CHEM
11100-11200 Comprehensive General Chemistry I
and Comprehensive General Chemistry II (or equivalent) *

PHYS
12100-12200 General Physics I
and General Physics II (or higher) *

One of the following sequences: 200

MATH
13100-13200 Elementary Functions and Calculus I
and Elementary Functions and Calculus II

MATH
15100-15200 Calculus I
and Calculus II

MATH
16100-16200 Honors Calculus I
and Honors Calculus II *

Total Units 400

Major

One of the following: 100

CHEM 11300 Comprehensive General Chemistry III (or higher) *

PHYS 12300 General Physics III (or higher) *

One of the following: ** 100

MATH 16300 Honors Calculus III

MATH 19900 Introduction to Analysis and Linear Algebra

One of the following: 300

MATH
20300-20400-20500 Analysis in Rn I
and Analysis in Rn II
and Analysis in Rn III

MATH 20700-20800-20900	Honors Analysis in Rn I and Honors Analysis in Rn II and Honors Analysis in Rn III	
One of the following:		200
MATH 25400-25500	Basic Algebra I and Basic Algebra II	
MATH 25700-25800	Honors Basic Algebra I and Honors Basic Algebra II	
MATH 27000	Basic Complex Variables	100
MATH 27200	Basic Functional Analysis	100
or MATH 27300	Basic Theory of Ordinary Differential Equations	
STAT 25100	Introduction to Mathematical Probability	100
STAT 23400	Statistical Models and Methods	100
or STAT 24400	Statistical Theory and Methods I	
One of the following:		400
ECON 20000-20100-20200-20300	The Elements of Economic Analysis I and The Elements of Economic Analysis II and The Elements of Economic Analysis III and The Elements of Economic Analysis IV	
ECON 20010 & ECON 20110 & ECON 20210 & ECON 20310	The Elements of Economic Analysis I: Honors and The Elements of Economic Analysis II: Honors and The Elements of Economic Analysis III: Honors and The Elements of Economic Analysis IV: Honors	
ECON 20900	Econometrics: Honors	100
or ECON 21000	Econometrics	
Two Economics courses numbered higher than 20300		200
Total Units		1800

* Credit may be granted by examination.

** See restrictions on certain courses listed under earlier summary.

GRADING

Subject to College grading requirements and grading requirements for the major and with consent of instructor, students (except students who are majoring in mathematics or applied mathematics) may take any mathematics course beyond the second quarter of calculus for either a quality grade or for P/F grading. A Pass grade is given only for work of C- quality or higher.

All courses taken to meet requirements in the mathematics major must be taken for quality grades. A grade of C- or higher must be earned in each calculus, analysis, or algebra course; and an overall grade average of C or higher must be earned in the remaining mathematics courses that a student uses to meet requirements for the major. Students must earn a grade of C or higher in each course taken in economics for the degree in mathematics with a specialization in economics. Mathematics

or applied mathematics students may take any 20000-level mathematics courses elected beyond program requirements for P/F grading.

Incompletes are given in the Department of Mathematics only to those students who have done some work of passing quality and who are unable to complete all the course work by the end of the quarter. Arrangements are made between the instructor and the student.

HONORS

The BA or BS with honors is awarded to students who, while meeting requirements for one of the mathematics degrees, also meet the following requirements: (1) a GPA of 3.25 or higher in mathematics courses and a 3.0 or higher overall; (2) no grade below C- and no grade of W in any mathematics course; (3) completion of at least one honors sequence (either MATH 20700-20800-20900 Honors Analysis in \mathbb{R}^n I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III) with grades of B- or higher in each quarter; and (4) completion with a grade of B- or higher of at least five mathematics courses chosen from the list that follows so that at least one course comes from each group (i.e., algebra, analysis, and topology). No course may be used to satisfy both requirement (3) and requirement (4). If both honors sequences are taken, one sequence may be used for requirement (3) and one sequence may be used for up to three of the five courses in requirement (4).

Algebra courses

MATH 24100	Topics in Geometry	100
MATH 24200	Algebraic Number Theory	100
MATH 24300	Introduction to Algebraic Curves	100
MATH 25700	Honors Basic Algebra I	100
MATH 25800	Honors Basic Algebra II	100
MATH 25900	Honors Basic Algebra III	100
MATH 26700	Introduction to Representation Theory of Finite Groups	100
MATH 26800	Introduction to Commutative Algebra	100
MATH 27700	Mathematical Logic I	100
MATH 27800	Mathematical Logic II	100
MATH 28410	Honors Combinatorics	100
MATH 32500	Algebra I	100
MATH 32600	Algebra II	100
MATH 32700	Algebra III	100

Analysis courses

MATH 20700	Honors Analysis in \mathbb{R}^n I	100
MATH 20800	Honors Analysis in \mathbb{R}^n II	100
MATH 20900	Honors Analysis in \mathbb{R}^n III	100
MATH 27000	Basic Complex Variables	100
MATH 27200	Basic Functional Analysis	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100

MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 31200	Analysis I	100
MATH 31300	Analysis II	100
MATH 31400	Analysis III	100
Topology courses		
MATH 26200	Point-Set Topology	100
MATH 26300	Introduction to Algebraic Topology	100
MATH 31700	Topology and Geometry I	100
MATH 31800	Topology and Geometry II	100
MATH 31900	Topology and Geometry III	100

With departmental approval, MATH 29700 Proseminar in Mathematics, or any course(s) in the Paris Spring Mathematics Program, may be chosen so that it falls in one of the three groups. One of the three Paris courses each year will be designated as a replacement for MATH 25900 Honors Basic Algebra III for candidates who are working toward graduation with honors. Courses taken for the honors requirements (3) and (4) also may be counted toward courses taken to meet requirements for the major. Students who wish to be considered for honors should consult with one of the departmental counselors no later than Spring Quarter of their third year.

MINOR PROGRAM IN MATHEMATICS

The minor in mathematics requires a total of six or seven courses in mathematics, depending on whether or not MATH 16300 Honors Calculus III or MATH 19900 Introduction to Analysis and Linear Algebra is required in another degree program. If it is not used elsewhere, MATH 16300 Honors Calculus III or MATH 19900 Introduction to Analysis and Linear Algebra must be included in the minor, for a total of seven courses. The remaining six courses must include a three-course sequence in Analysis (MATH 20300-20400-20500 Analysis in \mathbb{R}^n I-II-III or MATH 20700-20800-20900 Honors Analysis in \mathbb{R}^n I-II-III) and a two-course sequence in Algebra (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II). The sixth course may be chosen from either the third quarter of Algebra (MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III) or a mathematics course numbered 24000 or higher chosen in consultation with the director of undergraduate studies or one of the departmental counselors. Under special circumstances and to avoid double counting, students may also use mathematics courses numbered 24000 or higher to substitute for up to two quarters of Analysis or Algebra, if these are required in another degree program.

No course in the minor can be double counted with the student's major(s) or with other minors; nor can it be counted toward general education requirements. Students must earn a grade of at least C- in each of the courses in the mathematics minor. More than one-half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers.

Students must meet with the director of undergraduate studies or one of the departmental counselors by Spring Quarter of their third year to declare their intention to complete a minor program in mathematics and to obtain approval for the minor on a form obtained from their College adviser. Courses for the minor are chosen in consultation with the director of undergraduate studies or one of the departmental counselors.

JOINT DEGREE PROGRAMS

BA/MS or BS/MS in Mathematics

Qualified College students may receive both a bachelor's and a master's degree in mathematics concurrently at the end of their studies in the College. Qualification consists of satisfying all requirements of each degree in mathematics. To be eligible for the joint program, a student must excel on the Calculus Accreditation Exam (during Orientation Week of the student's first year) and must begin MATH 20700 Honors Analysis in Rn I in the Autumn Quarter of the student's first year. By following a program of prescribed undergraduate course sequences in mathematics and succeeding in all courses with grades no lower than A-, the student becomes eligible to enroll in graduate courses in mathematics in the student's third year. While only a few students complete the joint BA/MS program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director or co-director of undergraduate studies.

Students should submit their application for the joint program to one of the departmental counselors as soon as possible, but no later than the Winter Quarter of their third year.

MASTER OF ARTS IN TEACHING PROGRAM

Majors in mathematics or applied mathematics seeking to prepare for secondary school teaching and possible futures in mathematics education may be eligible for admission to the University of Chicago Urban Teacher Education Program (UChicago UTEP) Master of Arts in Teaching (MAT). Students completing the program receive a master of arts in teaching (MAT) degree and an Illinois teaching certificate and endorsement to teach high school mathematics (grades 6 to 12). During the fourth year of undergraduate study, MAT candidates take a Foundations of Education sequence, SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools. Candidates enter into focused content area course work and small group instruction during the summer following graduation from the College, before working with entire classes during the internship year and following summer. Graduates are assisted with job placement in the Chicago Public Schools and have continued support for an additional three years through personalized coaching and workshops provided by UChicago UTEP staff. Interested students should consult with one of the departmental counselors no later than the Autumn Quarter of their third year.

MATHEMATICS COURSES

MATH 10500-10600. Fundamental Mathematics I-II.

Students who place into this course must take it in their first year in the College. Must be taken for a quality grade. Both precalculus courses together count as only one elective. These courses do not meet the general education requirement in mathematical sciences. This two-course sequence covers basic precalculus topics. The Autumn Quarter course is concerned with elements of algebra, coordinate geometry, and elementary functions. The Winter Quarter course continues with algebraic, trigonometric, and exponential functions.

MATH 10500. Fundamental Mathematics I. 100 Units.

Students who place into this course must take it in their first year in the College. Must be taken for a quality grade. Both precalculus courses together count as only one elective. These courses do not meet the general education requirement in mathematical sciences. This two-course sequence covers basic precalculus topics. The Autumn Quarter course is concerned with elements of algebra, coordinate geometry, and elementary functions.

Terms Offered: Autumn

Prerequisite(s): Adequate performance on the mathematics placement test

MATH 10600. Fundamental Mathematics II. 100 Units.

This two-course sequence covers basic precalculus topics. The Winter Quarter course continues with algebraic, trigonometric, and exponential functions. Both precalculus courses together count as only one elective. These courses do not meet the general education requirement in mathematical sciences.

Terms Offered: Winter

Prerequisite(s): MATH 10500

MATH 10600. Fundamental Mathematics II. 100 Units.

This two-course sequence covers basic precalculus topics. The Winter Quarter course continues with algebraic, trigonometric, and exponential functions. Both precalculus courses together count as only one elective. These courses do not meet the general education requirement in mathematical sciences.

Terms Offered: Winter

Prerequisite(s): MATH 10500

MATH 11200-11300. Studies in Mathematics I-II.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. MATH 11300's main topic is symmetry and geometry, including a study of polygons, Euclidean construction, polyhedra, group theory, and topology. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

MATH 11200. Studies in Mathematics I. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement into MATH 13100 or higher

MATH 11300. Studies in Mathematics II. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11300's main topic is symmetry and geometry, including a study of polygons, Euclidean construction, polyhedra, group theory, and topology. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Winter

Prerequisite(s): MATH 10600, or placement into MATH 13100 or higher; MATH 11200 recommended

MATH 11300. Studies in Mathematics II. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11300's main topic is symmetry and geometry, including a study of polygons, Euclidean construction, polyhedra, group theory, and topology. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Winter

Prerequisite(s): MATH 10600, or placement into MATH 13100 or higher; MATH 11200 recommended

MATH 13100-13200-13300. Elementary Functions and Calculus I-II-III.

This sequence provides the opportunity for students who are somewhat deficient in their precalculus preparation to complete the necessary background and cover basic calculus in three quarters. This is achieved through three regular one-hour class meetings and two mandatory one-and-one-half hour tutorial sessions each week. A class is divided into tutorial groups of about eight students each, and these meet with an undergraduate junior tutor for problem solving related to the course. MATH 13100 component of this sequence gives a careful treatment of limits and the continuity and differentiability of algebraic functions. Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts (i.e., limit, derivative, integral) and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in mathematical sciences.

MATH 13100. Elementary Functions and Calculus I. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Invitation only, based on adequate performance on the mathematics placement test; or MATH 10600.

MATH 13200. Elementary Functions and Calculus II. 100 Units.

Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in mathematical sciences.

Terms Offered: Winter, Spring

Prerequisite(s): MATH 13200

MATH 13300. Elementary Functions and Calculus III. 100 Units.

In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.

Terms Offered: Spring

Prerequisite(s): MATH 13200

MATH 13200-13300. Elementary Functions and Calculus II-III.

This sequence provides the opportunity for students who are somewhat deficient in their precalculus preparation to complete the necessary background and cover basic calculus in three quarters. This is achieved through three regular one-hour class meetings and two mandatory one-and-one-half hour tutorial sessions each week. A class is divided into tutorial groups of about eight students each, and these meet with an undergraduate junior tutor for problem solving related to the course. MATH 13100 gives a careful treatment of limits and the continuity and differentiability of algebraic functions. Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts (i.e., limit, derivative, integral) and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in mathematical sciences.

MATH 13200. Elementary Functions and Calculus II. 100 Units.

Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in mathematical sciences.

Terms Offered: Winter, Spring

Prerequisite(s): MATH 13200

MATH 13300. Elementary Functions and Calculus III. 100 Units.

In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.

Terms Offered: Spring

Prerequisite(s): MATH 13200

MATH 13300. Elementary Functions and Calculus III. 100 Units.

In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.

Terms Offered: Spring

Prerequisite(s): MATH 13200

MATH 15100-15200-15300. Calculus I-II-III.

This is the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere.

MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. MATH 15300 deals with additional techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15100, 15200, and 15300 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

MATH 15100. Calculus I. 100 Units.

This is the first course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. All Autumn Quarter offerings of MATH 15100 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn

Prerequisite(s): Superior performance on the mathematics placement test, or MATH 10600

MATH 15200. Calculus II. 100 Units.

This is the second course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. All Autumn Quarter offerings of MATH 15200 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn, Winter

Prerequisite(s): MATH 15100; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.

This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15200-15300. Calculus II-III.

This is the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. MATH 15300 deals with additional techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15100, 15200, and 15300 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

MATH 15200. Calculus II. 100 Units.

This is the second course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. All Autumn Quarter offerings of MATH 15200 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn, Winter

Prerequisite(s): MATH 15100; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.

This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.

This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 16100-16200-16300. Honors Calculus I-II-III.

Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences.

MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be permitted to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English.

MATH 16100. Honors Calculus I. 100 Units.

MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be permitted to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English. Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn

Prerequisite(s): Invitation only based on superior performance on the Calculus Accreditation Examination

MATH 16200. Honors Calculus II. 100 Units.

This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.

Terms Offered: Winter

Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.

This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to linear algebra.

Terms Offered: Spring

Prerequisite(s): MATH 16200

MATH 16200-16300. Honors Calculus II-III.

Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences. MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be permitted to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English.

MATH 16200. Honors Calculus II. 100 Units.

This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.

Terms Offered: Winter

Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.

This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.

MATH 16300 also includes an introduction to linear algebra.

Terms Offered: Spring

Prerequisite(s): MATH 16200

MATH 16300. Honors Calculus III. 100 Units.

This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to linear algebra.

Terms Offered: Spring

Prerequisite(s): MATH 16200

MATH 17500. Basic Number Theory. 100 Units.

This course covers basic properties of the integers following from the division algorithm, primes and their distribution, and congruences. Additional topics include existence of primitive roots, arithmetic functions, quadratic reciprocity, and transcendental numbers. The subject is developed in a leisurely fashion, with many explicit examples.

Terms Offered: Autumn

Prerequisite(s): MATH 16300 or 19900

MATH 17600. Basic Geometry. 100 Units.

This course covers advanced topics in geometry, including Euclidean geometry, spherical geometry, and hyperbolic geometry. We emphasize rigorous development from axiomatic systems, including the approach of Hilbert. Additional topics include lattice point geometry, projective geometry, and symmetry.

Terms Offered: Winter

Prerequisite(s): MATH 16300 or 19900

MATH 19520. Mathematical Methods for Social Sciences. 100 Units.

This course takes a concrete approach to the basic topics of multivariable calculus.

Topics include a brief review of one-variable calculus, parametric equations, alternate coordinate systems, vectors and vector functions, partial derivatives, multiple integrals, and Lagrange multipliers.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300

MATH 19620. Linear Algebra. 100 Units.

This course takes a concrete approach to the basic topics of linear algebra. Topics include vector geometry, systems of linear equations, vector spaces, matrices and determinants, and eigenvalue problems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 13300 or MATH 15200 or MATH 16200

MATH 19900. Introduction to Analysis and Linear Algebra. 100 Units.

This course is intended for students who are making the transition from MATH 15300 to 20300, or for students who need more preparation in learning to read and write proofs. This course covers the fundamentals of theoretical mathematics and prepares students for upper-level mathematics courses beginning with MATH 20300. Topics include the construction of the real numbers, completeness and the least upper bound property, the topology of the real line, the structure of finite-dimensional vector spaces over the real and complex numbers. Students who are majoring or minoring in mathematics may not use both MATH 16300 and 19900 to meet program requirements.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Superior performance on the Calculus Accreditation Exam or MATH 15300 or 13300

MATH 20000-20100. Mathematical Methods for Physical Sciences I-II.

This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. MATH 20000 covers multivariable calculus, including the algebra and geometry of Euclidean space, differentiation and integration of functions of several variables, vector valued functions and the classical theorems of vector analysis (i.e., theorems of Green, Gauss, and Stokes). MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the complex plane and analytic functions through Cauchy's theorem).

MATH 20000. Mathematical Methods for Physical Sciences I. 100 Units.

This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. MATH 20000 covers multivariable calculus, including the algebra and geometry of Euclidean space, differentiation and integration of functions of several variables, vector valued functions and the classical theorems of vector analysis (i.e., theorems of Green, Gauss, and Stokes).

Terms Offered: Autumn, Winter

Prerequisite(s): MATH 13300 or 15300 or 19620; entering students by invitation only, based on superior performance on the Calculus Accreditation Exam

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.

This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the complex plane and analytic functions through Cauchy's theorem).

Terms Offered: Winter, Spring

Prerequisite(s): MATH 20000, OR both 19520 AND 19620 or equivalent.

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.

This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the complex plane and analytic functions through Cauchy's theorem).

Terms Offered: Winter, Spring

Prerequisite(s): MATH 20000, OR both 19520 AND 19620 or equivalent.

MATH 20300-20400-20500. Analysis in \mathbb{R}^n I-II-III.

This three-course sequence is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. Topics in MATH 20300 include metric spaces, the topology of \mathbb{R}^n , compact sets, the geometry of Euclidean space, and limits and continuous mappings. MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in analysis and topology.

MATH 20300. Analysis in \mathbb{R}^n I. 100 Units.

The three-course sequence MATH 20300-20400-20500 is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. Topics in MATH 20300 include metric spaces, the topology of \mathbb{R}^n , compact sets, the geometry of Euclidean space, and limits and continuous mappings. This sequence is the basis for all advanced courses in analysis and topology.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 16300 or 19900

MATH 20400. Analysis in \mathbb{R}^n II. 100 Units.

MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 20300

MATH 20500. Analysis in \mathbb{R}^n III. 100 Units.

MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 20400

MATH 20400-20500. Analysis in \mathbb{R}^n II-III.

This three-course sequence is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. Topics in MATH 20300 include metric spaces, the topology of \mathbb{R}^n , compact sets, the geometry of Euclidean space, and limits and continuous mappings. MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in analysis and topology.

MATH 20400. Analysis in \mathbb{R}^n II. 100 Units.

MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 20300

MATH 20500. Analysis in \mathbb{R}^n III. 100 Units.

MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 20400

MATH 20500. Analysis in \mathbb{R}^n III. 100 Units.

MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 20400

MATH 20700-20800-20900. Honors Analysis in \mathbb{R}^n I-II-III.

This highly theoretical sequence in analysis is intended for the most able students. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

MATH 20700. Honors Analysis in \mathbb{R}^n I. 100 Units.

This is the first course in a highly theoretical sequence in analysis, and is intended for the most able students. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Terms Offered: Autumn

Prerequisite(s): Invitation only, based on performance on the Calculus

Accreditation Exam

MATH 20800. Honors Analysis in \mathbb{R}^n II. 100 Units.

This is the second course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Terms Offered: Winter

Prerequisite(s): MATH 20700

MATH 20900. Honors Analysis in \mathbb{R}^n III. 100 Units.

This is the third course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Terms Offered: Spring

Prerequisite(s): MATH 20800

MATH 20800-20900. Honors Analysis in \mathbb{R}^n II-III.

This highly theoretical sequence in analysis is intended for the most able students. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

MATH 20800. Honors Analysis in \mathbb{R}^n II. 100 Units.

This is the second course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Terms Offered: Winter

Prerequisite(s): MATH 20700

MATH 20900. Honors Analysis in \mathbb{R}^n III. 100 Units.

This is the third course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Terms Offered: Spring

Prerequisite(s): MATH 20800

MATH 20900. Honors Analysis in \mathbb{R}^n III. 100 Units.

This is the third course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Terms Offered: Spring

Prerequisite(s): MATH 20800

MATH 21100. Basic Numerical Analysis. 100 Units.

This course covers direct and iterative methods of solution of linear algebraic equations and eigenvalue problems. Topics include numerical differentiation and quadrature for functions of a single variable, approximation by polynomials and piece-wise polynomial functions, approximate solution of ordinary differential equations, and solution of nonlinear equations.

Terms Offered: Spring

Prerequisite(s): MATH 20000 or 20300

MATH 21200. Advanced Numerical Analysis. 100 Units.

This course covers topics similar to those of Math 21100 but at a more rigorous level. The emphasis is on proving all of the results. Previous knowledge of numerical analysis is not required. Programming is also not required. The course makes extensive use of the material developed in the analysis sequence (ending in Math 20500 or Math 20900) and provides an introduction to other areas of analysis such as functional analysis and operator theory.

Terms Offered: Autumn

Prerequisite(s): MATH 20500 or 20900

MATH 22000. Introduction to Mathematical Methods in Physics. 100 Units.

This course, with concurrent enrollment in PHYS 13300, is required of students who plan to major in physics. Topics include infinite series and power series, complex numbers, linear equations and matrices, partial differentiation, multiple integrals, vector analysis, and Fourier series. Applications of these methods include Maxwell's equations, wave packets, and coupled oscillators.

Terms Offered: Spring

Prerequisite(s): MATH 15200 or 16200, and PHYS 13200

MATH 24100. Topics in Geometry. 100 Units.

This course focuses on the interplay between abstract algebra (group theory, linear algebra, and the like) and geometry. Several of the following topics are covered: affine geometry, projective geometry, bilinear forms, orthogonal geometry, and symplectic geometry.

Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800

Note(s): This course is offered in alternate years.

MATH 24200. Algebraic Number Theory. 100 Units.

Topics include factorization in Dedekind domains, integers in a number field, prime factorization, basic properties of ramification, and local degree.

Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800

MATH 24300. Introduction to Algebraic Curves. 100 Units.

This course covers the projective line and plane curves, both affine and projective. We also study conics and cubics, as well as the group law on the cubic. Abstract curves associated to function fields of one variable are discussed, along with the genus of a curve and the Riemann-Roch theorem. Curves of low genus are emphasized. Although the formal prerequisite is MATH 25500 or 25800, MATH 25600 or 25900 is strongly recommended.

Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800, or consent of instructor

Note(s): This course is offered in alternate years.

MATH 25400-25500-25600. Basic Algebra I-II-III.

This sequence covers groups, subgroups, and permutation groups; rings and ideals; fields; vector spaces, linear transformations and matrices, and modules; and canonical forms of matrices, quadratic forms, and multilinear algebra.

MATH 25400. Basic Algebra I. 100 Units.

This course covers groups, subgroups, permutation groups, rings and ideals.

Terms Offered: Autumn, Winter

Prerequisite(s): MATH 16300 or 19900

MATH 25500. Basic Algebra II. 100 Units.

This course covers fields, vector spaces, linear transformations and matrices, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.

Terms Offered: Winter, Spring

Prerequisite(s): MATH 25400

MATH 25600. Basic Algebra III. 100 Units.

This course covers Sylow Theorems and the fundamentals of Galois theory.

Terms Offered: Spring

Prerequisite(s): MATH 25500

MATH 25500-25600. Basic Algebra II-III.

This sequence covers groups, subgroups, and permutation groups; rings and ideals; fields; vector spaces, linear transformations and matrices, and modules; and canonical forms of matrices, quadratic forms, and multilinear algebra.

MATH 25500. Basic Algebra II. 100 Units.

This course covers fields, vector spaces, linear transformations and matrices, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.

Terms Offered: Winter, Spring

Prerequisite(s): MATH 25400

MATH 25600. Basic Algebra III. 100 Units.

This course covers Sylow Theorems and the fundamentals of Galois theory.

Terms Offered: Spring

Prerequisite(s): MATH 25500

MATH 25600. Basic Algebra III. 100 Units.

This course covers Sylow Theorems and the fundamentals of Galois theory.

Terms Offered: Spring

Prerequisite(s): MATH 25500

MATH 25700-25800-25900. Honors Basic Algebra I-II-III.

This sequence is an accelerated version of MATH 25400-25500-25600 that is open only to students who have achieved a B- or better in prior mathematics courses.

Topics include the theory of finite groups, commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms. We also cover basic field theory, the structure of p-adic fields, and Galois theory.

MATH 25700. Honors Basic Algebra I. 100 Units.

Topics in MATH 25700 include the theory of finite groups, including the proofs of the Sylow Theorems.

Terms Offered: Autumn

Prerequisite(s): MATH 16300 or 19900; no entering student may begin this sequence in their first term

MATH 25800. Honors Basic Algebra II. 100 Units.

Topics in MATH 25800 include commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms.

Terms Offered: Winter

Prerequisite(s): MATH 25700

MATH 25900. Honors Basic Algebra III. 100 Units.

Topics in this course include basic field theory, the structure of p -adic fields, and Galois theory.

Terms Offered: Spring

Prerequisite(s): MATH 25800

MATH 25800-25900. Honors Basic Algebra II-III.

This sequence is an accelerated version of MATH 25400-25500-25600 that is open only to students who have achieved a B- or better in prior mathematics courses.

Topics include the theory of finite groups, commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms. We also cover basic field theory, the structure of p -adic fields, and Galois theory.

MATH 25800. Honors Basic Algebra II. 100 Units.

Topics in MATH 25800 include commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms.

Terms Offered: Winter

Prerequisite(s): MATH 25700

MATH 25900. Honors Basic Algebra III. 100 Units.

Topics in this course include basic field theory, the structure of p -adic fields, and Galois theory.

Terms Offered: Spring

Prerequisite(s): MATH 25800

MATH 25900. Honors Basic Algebra III. 100 Units.

Topics in this course include basic field theory, the structure of p -adic fields, and Galois theory.

Terms Offered: Spring

Prerequisite(s): MATH 25800

MATH 26200. Point-Set Topology. 100 Units.

This course examines topology on the real line, topological spaces, connected spaces and compact spaces, identification spaces and cell complexes, and projective and other spaces. With MATH 27400, it forms a foundation for all advanced courses in analysis, geometry, and topology.

Terms Offered: Winter

Prerequisite(s): MATH 20300 or 20700, and 25400 or 25700

MATH 26300. Introduction to Algebraic Topology. 100 Units.

Topics include the fundamental group of a space; Van Kampen's theorem; covering spaces and groups of covering transformation; existence of universal covering spaces built up out of cells; and theorems of Gauss, Brouwer, and Borsuk-Ulam.

Terms Offered: Spring

Prerequisite(s): MATH 26200

MATH 26700. Introduction to Representation Theory of Finite Groups. 100 Units.

Topics include group algebras and modules, semisimple algebras and the theorem of Maschke; characters, character tables, orthogonality relations and calculation; and induced representations and characters. Applications to permutation groups and solvability of groups are also included.

Terms Offered: Autumn

Prerequisite(s): MATH 25900 or 25600

MATH 26800. Introduction to Commutative Algebra. 100 Units.

Topics include basic definitions and properties of commutative rings and modules, Noetherian and Artinian modules, exact sequences, Hilbert basis theorem, tensor products, localizations of rings and modules, associated primes and primary decomposition, Artin-Rees Lemma, Krull intersection theorem, completions, dimension theory of Noetherian rings, integral extensions, normal domains, Dedekind domains, going up and going down theorems, dimension of finitely generated algebras over a field, Affine varieties, Hilbert Nullstellensatz, dimension of affine varieties, product of affine varieties, and the dimension of intersection of subvarieties.

Terms Offered: Winter

Prerequisite(s): MATH 25900 or 25600

MATH 27000. Basic Complex Variables. 100 Units.

Topics include complex numbers, elementary functions of a complex variable, complex integration, power series, residues, and conformal mapping.

Terms Offered: Autumn, Spring

Prerequisite(s): MATH 20500 or 20900

MATH 27200. Basic Functional Analysis. 100 Units.

Topics include Banach spaces, bounded linear operators, Hilbert spaces, construction of the Lebesgue integral, L_p -spaces, Fourier transforms, Plancherel's theorem for \mathbb{R}^n , and spectral properties of bounded linear operators.

Terms Offered: Winter

Prerequisite(s): MATH 20900 or 27000

MATH 27300. Basic Theory of Ordinary Differential Equations. 100 Units.

This course covers first-order equations and inequalities, Lipschitz condition and uniqueness, properties of linear equations, linear independence, Wronskians, variation-of-constants formula, equations with constant coefficients and Laplace transforms, analytic coefficients, solutions in series, regular singular points, existence theorems, theory of two-point value problem, and Green's functions.

Terms Offered: Winter

Prerequisite(s): MATH 27000 or PHYS 22100

MATH 27400. Introduction to Differentiable Manifolds and Integration on Manifolds. 100 Units.

Topics include exterior algebra; differentiable manifolds and their basic properties; differential forms; integration on manifolds; and the theorems of Stokes, DeRham, and Sard. With MATH 26200, this course forms a foundation for all advanced courses in analysis, geometry, and topology.

Terms Offered: Spring

Prerequisite(s): MATH 26200

MATH 27500. Basic Theory of Partial Differential Equations. 100 Units.

This course covers classification of second-order equations in two variables, wave motion and Fourier series, heat flow and Fourier integral, Laplace's equation and complex variables, second-order equations in more than two variables, Laplace operators, spherical harmonics, and associated special functions of mathematical physics.

Terms Offered: Spring

Prerequisite(s): MATH 27300

MATH 27700-27800. Mathematical Logic I-II.

Mathematical Logic I-II

MATH 27700. Mathematical Logic I. 100 Units.

This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems.

Terms Offered: Autumn

Prerequisite(s): MATH 25400 or 25700; open to students who are majoring in computer science who have taken CMSC 15400 along with MATH 16300 or MATH 19900

Equivalent Course(s): CMSC 27700

MATH 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): CMSC 27800

MATH 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): CMSC 27800

MATH 28000. Introduction to Formal Languages. 100 Units.

This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.

Terms Offered: Autumn

Prerequisite(s): CMSC 15300, or MATH 19900 or 25500

Equivalent Course(s): CMSC 28000

MATH 28100. Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Terms Offered: Spring

Prerequisite(s): CMSC 27100, or MATH 19900 or 25500; and experience with mathematical proofs

Equivalent Course(s): CMSC 28100

MATH 28410. Honors Combinatorics. 100 Units.

Experience with mathematical proofs. Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.

Instructor(s): L. Babai Terms Offered: Winter

Prerequisite(s): MATH 19900 or 25400, or CMSC 27100, or consent of instructor

Note(s): This course is offered in alternate years.

MATH 29520. Introduction to Error-Correcting Codes. 100 Units.

Cyclic codes, BCH codes, Golay codes, Shannon's Theorem, and codes approaching Shannon's bounds will be covered. Applications to electrical engineering, combinatorics, and group theory will be discussed.

Terms Offered: Winter in alternate years

Prerequisite(s): MATH 25500 or 25800

MATH 29700. Proseminar in Mathematics. 100 Units.

Consent of instructor and departmental counselor. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Completion of general education mathematics sequence

MATH 30200-30300. Computability Theory I-II.

The courses in this sequence are offered in alternate years.

MATH 30200. Computability Theory I. 100 Units.

CMSC 38000 is concerned with recursive (computable) functions and sets generated by an algorithm (recursively enumerable sets). Topics include various mathematical models for computations (e.g., Turing machines and Kleene schemata, enumeration and s-m-n theorems, the recursion theorem, classification of unsolvable problems, priority methods for the construction of recursively enumerable sets and degrees).

Instructor(s): R. Soare Terms Offered: Winter

Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.

Equivalent Course(s): CMSC 38000

MATH 30300. Computability Theory II. 100 Units.

CMSC 38100 treats classification of sets by the degree of information they encode, algebraic structure and degrees of recursively enumerable sets, advanced priority methods, and generalized recursion theory.

Instructor(s): R. Soare Terms Offered: Winter, Spring

Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.

Equivalent Course(s): CMSC 38100

MATH 30300. Computability Theory II. 100 Units.

CMSC 38100 treats classification of sets by the degree of information they encode, algebraic structure and degrees of recursively enumerable sets, advanced priority methods, and generalized recursion theory.

Instructor(s): R. Soare Terms Offered: Winter, Spring

Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.

Equivalent Course(s): CMSC 38100

MATH 30500. Computability and Complexity Theory. 100 Units.

Part one of this course consists of models for defining computable functions: primitive recursive functions, (general) recursive functions, and Turing machines; the Church-Turing Thesis; unsolvable problems; diagonalization; and properties of computably enumerable sets. Part two of this course deals with Kolmogorov (resource bounded) complexity: the quantity of information in individual objects. Part three of this course covers functions computable with time and space bounds of the Turing machine: polynomial time computability, the classes P and NP, NP-complete problems, polynomial time hierarchy, and P-space complete problems.

Instructor(s): A. Razborov Terms Offered: Winter

Prerequisite(s): Consent of department counselor and instructor

Equivalent Course(s): CMSC 38500

MATH 30900-31000. Model Theory I-II.

MATH 30900 covers completeness and compactness; elimination of quantifiers; omission of types; elementary chains and homogeneous models; two cardinal theorems by Vaught, Chang, and Keisler; categories and functors; inverse systems of compact Hausdorff spaces; and applications of model theory to algebra. In MATH 31000, we study saturated models; categoricity in power; the Cantor-Bendixson and Morley derivatives; the Morley theorem and the Baldwin-Lachlan theorem on categoricity; rank in model theory; uniqueness of prime models and existence of saturated models; indiscernibles; ultraproducts; and differential fields of characteristic zero.

MATH 30900. Model Theory I. 100 Units.

MATH 30900 covers completeness and compactness; elimination of quantifiers; omission of types; elementary chains and homogeneous models; two cardinal theorems by Vaught, Chang, and Keisler; categories and functors; inverse systems of compact Hausdorff spaces; and applications of model theory to algebra.

Prerequisite(s): MATH 25500 or 25800

Note(s): This course is offered in alternate years.

MATH 31000. Model Theory II. 100 Units.

MATH 31000 covers saturated models; categoricity in power; the Cantor-Bendixson and Morley derivatives; the Morley theorem and the Baldwin-Lachlan theorem on categoricity; rank in model theory; uniqueness of prime models and existence of saturated models; indiscernibles; ultraproducts; and differential fields of characteristic zero.

Terms Offered: Spring

Prerequisite(s): MATH 30900

Note(s): This course is offered in alternate years.

MATH 31000. Model Theory II. 100 Units.

MATH 31000 covers saturated models; categoricity in power; the Cantor-Bendixson and Morley derivatives; the Morley theorem and the Baldwin-Lachlan theorem on categoricity; rank in model theory; uniqueness of prime models and existence of saturated models; indiscernibles; ultraproducts; and differential fields of characteristic zero.

Terms Offered: Spring

Prerequisite(s): MATH 30900

Note(s): This course is offered in alternate years.

MATH 31200-31300-31400. Analysis I-II-III.

Analysis I-II-III

MATH 31200. Analysis I. 100 Units.

Topics include: Measure theory and Lebesgue integration, harmonic functions on the disk and the upper half plane, Hardy spaces, conjugate harmonic functions, Introduction to probability theory, sums of independent variables, weak and strong law of large numbers, central limit theorem, Brownian motion, relation with harmonic functions, conditional expectation, martingales, ergodic theorem, and other aspects of measure theory in dynamics systems, geometric measure theory, Hausdorff measure.

Terms Offered: Autumn

Prerequisite(s): MATH 26200, 27000, 27200, and 27400; and consent of director or co-director of undergraduate studies

MATH 31300. Analysis II. 100 Units.

Topics include: Hilbert spaces, projections, bounded and compact operators, spectral theorem for compact selfadjoint operators, unbounded selfadjoint operators, Cayley transform, Banach spaces, Schauder bases, Hahn-Banach theorem and its geometric meaning, uniform boundedness principle, open mapping theorem, Frechet spaces, applications to elliptic partial differential equations, Fredholm alternative.

Terms Offered: Winter

Prerequisite(s): MATH 31200

MATH 31400. Analysis III. 100 Units.

Topics include: Basic complex analysis, Cauchy theorem in the homological formulation, residues, meromorphic functions, Mittag-Leffler theorem, Gamma and Zeta functions, analytic continuation, monodromy theorem, the concept of a Riemann surface, meromorphic differentials, divisors, Riemann-Roch theorem, compact Riemann surfaces, uniformization theorem, Green functions, hyperbolic surfaces, covering spaces, quotients.

Terms Offered: Spring

Prerequisite(s): MATH 31300

MATH 31300. Analysis II. 100 Units.

Topics include: Hilbert spaces, projections, bounded and compact operators, spectral theorem for compact selfadjoint operators, unbounded selfadjoint operators, Cayley transform, Banach spaces, Schauder bases, Hahn-Banach theorem and its geometric meaning, uniform boundedness principle, open mapping theorem, Frechet spaces, applications to elliptic partial differential equations, Fredholm alternative.

Terms Offered: Winter

Prerequisite(s): MATH 31200

MATH 31400. Analysis III. 100 Units.

Topics include: Basic complex analysis, Cauchy theorem in the homological formulation, residues, meromorphic functions, Mittag-Leffler theorem, Gamma and Zeta functions, analytic continuation, monodromy theorem, the concept of a Riemann surface, meromorphic differentials, divisors, Riemann-Roch theorem, compact Riemann surfaces, uniformization theorem, Green functions, hyperbolic surfaces, covering spaces, quotients.

Terms Offered: Spring

Prerequisite(s): MATH 31300

MATH 31700-31800-31900. Topology and Geometry I-II-III.

Topology and Geometry I-II-III

MATH 31700. Topology and Geometry I. 100 Units.

Topics include: Fundamental group, covering space theory and Van Kampen's theorem (with a discussion of free and amalgamated products of groups), homology theory (singular, simplicial, cellular), cohomology theory, Mayer-Vietoris, cup products, Poincare Duality, Lefschetz fixed-point theorem, some homological algebra (including the Kunneth and universal coefficient theorems), higher homotopy groups, Whitehead's theorem, exact sequence of a fibration, obstruction theory, Hurewicz isomorphism theorem.

Terms Offered: Autumn

Prerequisite(s): MATH 26200, 27000, 27200, and 27400; and consent of director or co-director of undergraduate studies

MATH 31800. Topology and Geometry II. 100 Units.

Topics include: Definition of manifolds, tangent and cotangent bundles, vector bundles. Inverse and implicit function theorems. Sard's theorem and the Whitney embedding theorem. Degree of maps. Vector fields and flows, transversality, and intersection theory. Frobenius' theorem, differential forms and the associated formalism of pullback, wedge product, integration, etc. Cohomology via differential forms, and the de Rham theorem. Further topics may include: compact Lie groups and their representations, Morse theory, cobordism, and differentiable structures on the sphere.

Terms Offered: Winter

Prerequisite(s): MATH 31700

MATH 31900. Topology and Geometry III. 100 Units.

Topics include: Riemannian metrics, connections and curvature on vector bundles, the Levi-Civita connection, and the multiple interpretations of curvature. Geodesics and the associated variational formalism (formulas for the 1st and 2nd variation of length), the exponential map, completeness, and the influence of curvature on the topological structure of a manifold (positive versus negative curvature). Lie groups. The Chern-Weil description of characteristic classes, the Gauss-Bonnet theorem, and possibly the Hodge Theorem.

Terms Offered: Winter

Prerequisite(s): MATH 31800

MATH 31800. Topology and Geometry II. 100 Units.

Topics include: Definition of manifolds, tangent and cotangent bundles, vector bundles. Inverse and implicit function theorems. Sard's theorem and the Whitney embedding theorem. Degree of maps. Vector fields and flows, transversality, and intersection theory. Frobenius' theorem, differential forms and the associated formalism of pullback, wedge product, integration, etc. Cohomology via differential forms, and the de Rham theorem. Further topics may include: compact Lie groups and their representations, Morse theory, cobordism, and differentiable structures on the sphere.

Terms Offered: Winter

Prerequisite(s): MATH 31700

MATH 31900. Topology and Geometry III. 100 Units.

Topics include: Riemannian metrics, connections and curvature on vector bundles, the Levi-Civita connection, and the multiple interpretations of curvature. Geodesics and the associated variational formalism (formulas for the 1st and 2nd variation of length), the exponential map, completeness, and the influence of curvature on the topological structure of a manifold (positive versus negative curvature). Lie groups. The Chern-Weil description of characteristic classes, the Gauss-Bonnet theorem, and possibly the Hodge Theorem.

Terms Offered: Winter

Prerequisite(s): MATH 31800

MATH 32500-32600-32700. Algebra I-II-III.

Algebra I-II-III

MATH 32500. Algebra I. 100 Units.

Topics include: Representation theory of finite groups, including symmetric groups and finite groups of Lie type; group rings; Schur functors; induced representations and Frobenius reciprocity; representation theory of Lie groups and Lie algebras, highest weight theory, Schur-Weyl duality; applications of representation theory in various parts of mathematics.

Terms Offered: Autumn

Prerequisite(s): MATH 25700-25800-25900, and consent of director or co-director of undergraduate studies

MATH 32600. Algebra II. 100 Units.

This course will explain the dictionary between commutative algebra and algebraic geometry. Topics will include the following. Commutative ring theory; Noetherian property; Hilbert Basis Theorem; localization and local rings; etc. Algebraic geometry: affine and projective varieties, ring of regular functions, local rings at points, function fields, dimension theory, curves, higher-dimensional varieties.

Terms Offered: Winter

Prerequisite(s): MATH 32500

MATH 32700. Algebra III. 100 Units.

According to the inclinations of the instructor, this course may cover: algebraic number theory; homological algebra; further topics in algebraic geometry and/or representation theory.

Terms Offered: Spring

Prerequisite(s): MATH 32600

MATH 32600. Algebra II. 100 Units.

This course will explain the dictionary between commutative algebra and algebraic geometry. Topics will include the following. Commutative ring theory; Noetherian property; Hilbert Basis Theorem; localization and local rings; etc. Algebraic geometry: affine and projective varieties, ring of regular functions, local rings at points, function fields, dimension theory, curves, higher-dimensional varieties.

Terms Offered: Winter

Prerequisite(s): MATH 32500

MATH 32700. Algebra III. 100 Units.

According to the inclinations of the instructor, this course may cover: algebraic number theory; homological algebra; further topics in algebraic geometry and/or representation theory.

Terms Offered: Spring

Prerequisite(s): MATH 32600

MATH 37500. Algorithms in Finite Groups. 100 Units.

We consider the asymptotic complexity of some of the basic problems of computational group theory. The course demonstrates the relevance of a mix of mathematical techniques, ranging from combinatorial ideas, the elements of probability theory, and elementary group theory, to the theories of rapidly mixing Markov chains, applications of simply stated consequences of the Classification of Finite Simple Groups (CFSG), and, occasionally, detailed information about finite simple groups. No programming problems are assigned.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): Consent of department counselor. Linear algebra, finite fields, and a first course in group theory (Jordan-Holder and Sylow theorems) required; prior knowledge of algorithms not required

Note(s): This course is offered in alternate years.

Equivalent Course(s): CMSC 36500

MATH 38300. Numerical Solutions to Partial Differential Equations. 100 Units.

This course covers the basic mathematical theory behind numerical solution of partial differential equations. We investigate the convergence properties of finite element, finite difference and other discretization methods for solving partial differential equations, introducing Sobolev spaces and polynomial approximation theory. We emphasize error estimators, adaptivity, and optimal-order solvers for linear systems arising from PDEs. Special topics include PDEs of fluid mechanics, max-norm error estimates, and Banach-space operator-interpolation techniques. Instructor(s): L. R. Scott Terms Offered: Spring. This course is offered in alternate years.

Prerequisite(s): Consent of department counselor and instructor

Equivalent Course(s): CMSC 38300

MATH 38509. Advanced Topics: Probability. 100 Units.

This course will include the following topics: continuous-time martingales, Brownian motion, Levy processes, Ito integral and stochastic calculus, and stochastic differential equations and diffusions. Topics may vary.

Terms Offered: Autumn

Equivalent Course(s): STAT 38500

MATH 38815. Geometric Complexity. 100 Units.

This course provides a basic introduction to geometric complexity theory, an approach to the P vs. NP and related problems through algebraic geometry and representation theory. No background in algebraic geometry or representation theory will be assumed.

Instructor(s): K. Mulmuley Terms Offered: Autumn. This course is offered in alternate years.

Prerequisite(s): Consent of department counselor and instructor

Note(s): Background in algebraic geometry or representation theory not required

Equivalent Course(s): CMSC 38815



MEDIEVAL STUDIES

PROGRAM OF STUDY

The undergraduate program in medieval studies offers an interdisciplinary major that allows students to explore the history, philosophy, theology, and cultural production of the Middle Ages in an integrated and nuanced fashion, through engagement with a diverse array of textual and material artifacts. Interested students are encouraged to attend the medieval studies workshop. For more information, visit cas.uchicago.edu/workshops/medieval.

PROGRAM REQUIREMENTS

Students interested in majoring in medieval studies must consult the program coordinator by Autumn Quarter of their third year. Twelve courses are required, including at least two courses historical in nature, two courses in language or literature, two courses in either art, archeology, architecture, or music, two courses in philosophy or theology, one course in methods and materials, and at least two electives. Students should determine these courses in consultation with the program coordinator.

The program also requires all students to participate in a one-quarter reading and research course, usually in Autumn or Winter Quarter of their fourth year. This course is typically conducted as an independent study with the student's BA paper advisor. The program requires completion of a BA paper of around 25 pages to be submitted by the sixth week of the quarter in which the student is graduating. All papers require a faculty director and a second reader.

SUMMARY OF REQUIREMENTS

2 courses in history	200
2 courses in medieval language or literature *	200
2 courses in art, archeology, architecture, or music	200
2 courses in philosophy or theology	200
2 electives	200
1 course in methods and materials **	100
1 reading and research course	100
BA paper	
Total Units	1200

* Medieval language may include such courses as Old French, Old English, Occitan, or Medieval Latin. Students may also enroll in literature courses taught in the target language or in translation. Students who think they may wish to apply to graduate school in a field related to medieval studies are strongly advised to acquire reading competence in at least one medieval language.

- ** Students may take courses such as paleography, codicology, manuscript studies, or epigraphy, that will allow them to engage directly with medieval source materials and objects. Alternatively, students may enroll in a course like literary theory, aesthetics, or historiography that will help them develop their methodological orientation.

GRADING

All courses must be taken for a quality grade.

HONORS

Consideration for honors is individually arranged with the program coordinator. For candidacy, a student must have completed a BA paper of the highest quality, and have a GPA of at least 3.0 overall and at least 3.5 within the major.

MINOR PROGRAM IN MEDIEVAL STUDIES

Students interested in the minor in medieval studies should consult the program director as early as possible in order to design a program of study that meets the student's intellectual interests and goals. The minor requires six courses, as follows:

1 course in history	100
1 course in medieval language or literature *	100
1 course in art, archeology, architecture, or music	100
1 course in philosophy or theology	100
2 electives	200
<hr/>	
Total Units	600

- * Medieval language may include such courses as Old French, Old English, Occitan, or Medieval Latin. Students may also enroll in literature courses taught in the target language or in translation. Students who think they may wish to apply to graduate school in a field related to medieval studies are strongly advised to acquire reading competence in at least one medieval language.

COURSES

ARTH 14200. From Missionary Images to Image Explosion: Introduction to Medieval Art. 100 Units.

This course explores the challenging world of medieval art. Beginning with the fourth-century fusion of Imperial and Christian images and ending with the advent of print, we trace how images and art-making took on new roles—and re-invented old ones—over the course of the Middle Ages. We consider architecture, sculpture, wall-painting, manuscript painting, stained glass, metalwork, and textiles in their historical contexts, questioning why medieval objects look the way they do and how they were seen and used by medieval viewers. Readings include medieval sources (in translation) and exemplary modern scholarship.

Instructor(s): A. Kumler Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 16709. Islamic Art and Architecture, 1100 to 1500. 100 Units.

This course surveys the art and architecture of the Islamic world from 1100 to 1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The course of the various principalities competed not only in politics but also in the patronage of architectural projects and of arts (e.g., textiles, ceramics, woodwork, arts of the book). While focusing on the central Islamic lands, we consider regional traditions from Spain to India and the importance for the arts of contacts with China and the West.

Instructor(s): P. Berlekamp Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): NEAA 10630

ARTH 17205. Islamic Gardens in Landscape and Image. 100 Units.

Garden imagery is ubiquitous in the art and architecture of the Islamic world from the eighth century to the eighteenth, and from Spain to India. The poetic trope whereby a visually pleasing object or site is compared to the garden of paradise is equally ubiquitous. But does this imply any historical consistency in the significance of garden imagery, of actual gardens, or of the poetic trope? In this class we explore this question by examining both garden imagery and actual gardens from many different times and places in the Islamic world. How do their visual forms and cultural significance shift according to specific historical circumstances?

Instructor(s): P. Berlekamp Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): NEAA 17205

CLCV 26713. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CLAS 36713, FNDL 22912, FREN 26701, FREN 36701, BPRO 26700

CMLT 24402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.

The course will introduce the students to the oldest sub-genres of the novel, the idealist story, the chivalric tale and the pastoral. It will emphasize the originality of these forms and discuss their interaction with the Spanish, French, and English novel.

Instructor(s): T. Pavel, G. Most Terms Offered: Winter

Equivalent Course(s): CMLT 34402, SCTH 35914, RLLT 24402, RLLT 34402

ENGL 14900. Old English. 100 Units.

This course is designed to prepare students for further study in Old English language and literature. As such, our focus will be the acquisition of those linguistic skills needed to encounter such Old English poems as *Beowulf*, *The Battle of Maldon*, and *The Wanderer* in their original language. In addition to these texts, we may also translate the prose *Life of Saint Edmund, King and Martyr* and such shorter poetic texts as the Exeter Book riddles. We will also survey Anglo-Saxon history and culture, taking into account the historical record, archeology, manuscript construction and illumination, and the growth of Anglo-Saxon studies as an academic discipline. This course serves as a prerequisite both for further Old English study at the University of Chicago and for participation in the Newberry Library's Winter Quarter Anglo-Saxon seminar.

Instructor(s): C. von Nolcken Terms Offered: Autumn

Equivalent Course(s): ENGL 34900, GRMN 34900

ENGL 15200. Beowulf. 100 Units.

This course will aim to help students read *Beowulf* while also acquainting them with some of the scholarly discussion that has accumulated around the poem. We will read the poem as edited in Klaeber's *Beowulf* (4th ed., Univ. of Toronto Press, 2008). Once students have defined their particular interests, we will choose which recent approaches to the poem to discuss in detail; we will, however, certainly view the poem both in itself and in relation to Anglo-Saxon history and culture in general.

Instructor(s): C. von Nolcken Terms Offered: Winter

Prerequisite(s): PQ: ENGL 14900/35900 or the Equivalent

Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.

Equivalent Course(s): ENGL 35200, FNDL 28100, GRMN 32900

ENGL 15301. From the Annals of Wales to Monty Python and the Holy Grail: King Arthur in Legend and History. 100 Units.

We will consider the historical origins of the Arthurian Legend and some of the ways in which it has subsequently been reshaped and used in great Britain. We will concern ourselves first with how the legend was treated in the Middle Ages, most importantly by Geoffrey of Monmouth in the twelfth century and Thomas Malory in the fifteenth. Then we will turn to the extraordinary revival of interest in the legend that started with the Victorians and which has continued almost unabated to the present. In our discussions we will consider such matters as the various political uses that have been made of the legend as well as some of the reasons for its enduring popularity. We will end with a viewing of the 1975 film *Monty Python and the Holy Grail*.

Instructor(s): C. von Nolcken Terms Offered: Autumn

ENGL 15500. Chaucer: The Canterbury Tales. 100 Units.

This course is an examination of Chaucer's art as revealed in selections from *The Canterbury Tales*. Our primary emphasis is on a close reading of individual tales, but we also pay attention to Chaucer's sources and to other medieval works that provide relevant background.

Instructor(s): M. Miller Terms Offered: Spring

Equivalent Course(s): FNDL 25700

FNDL 20700. Aquinas on God, Being, and Human Nature. 100 Units.

This course considers sections from Saint Thomas Aquinas's *Summa Theologica*.

Among the topics considered are God's existence; the relationship between God and Being; and human nature.

Instructor(s): S. Meredith Terms Offered: Spring

Equivalent Course(s): CLCV 23712, RLST 23605

FNDL 24713. Augustine's Confessions. 100 Units.

Augustine's *Confessions* recount not only his own conversion(s), but seek to facilitate a conversion in his readers and, thereby, inaugurate a new form of meditative reading. Like Cicero's *Hortensius*, the text which prompted his long return to God, they thus belong to a genre of discourse known as protreptic in antiquity and designed to turn the reader towards the pursuit of wisdom. Of course, the *Confessions* as a confession participate in a number of other genres, and, thus, our analysis will have to take into account its generic complexity in order to understand how seeks to be read.

Instructor(s): C. Wild Terms Offered: Spring

Equivalent Course(s): CLCV 26512,RLST 24713

FREN 22000. Poésie et Récit au Moyen Âge. 100 Units.

Ce cours examinera les capacités et les possibilités narratives de la poésie du Moyen Âge, ainsi que les rapports entre l'écriture lyrique et le récit. Nous nous concentrerons sur le dit narratif et les textes hybrides.

Instructor(s): D. Delogu Terms Offered: Autumn

Prerequisite(s): FREN 20500 and one previous literature course taught in French.

Note(s): Taught in French.

Equivalent Course(s): FREN 32000

HCHR 30200. History Christian Thought-2. 100 Units.

For course description contact Divinity.

Equivalent Course(s): THEO 30200

HIST 21303. Byzantine Historians. 100 Units.

Reading and analysis of Byzantine historians and Byzantine historical thought.

Includes Procopius Michael Attaleiates, Michael Psellos, Anna Comnena, Niketas Choniates. Lectures and discussion. Two take home essays.

Instructor(s): W. Kaegi Terms Offered: Spring

Equivalent Course(s): HIST 31303

HIST 21703. Byzantine Empire, 1025 to 1453. 100 Units.

Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*; D. M. Nicol, *Last Centuries of Byzantium*; the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a 10-page paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): ANCM 36700,HIST 31703,NEHC 20507

HIST 22002. Byzantine Military History. 100 Units.

Interpretation of major issues of institutional, operational, and strategic history between the fourth and fourteenth centuries. Readings include selections from Byzantine military manuals and historians, as well as recent historical assessments. Among topics are debates on the theme system and numbers. Final examination and short paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): ANCM 34606, NEHC 20510, NEHC 30510, HIST 32002

HIST 22203. The Holy Roman Empire, 962-1356. 100 Units.

During the first four centuries of its existence, the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen different nations was ruled—at least in theory—by the emperors during the High Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 962 (Emperor Otto I's coronation) and 1356 (the Golden Bull). Topics will include the changing nature of imperial authority from the Ottonians to the Habsburgs; the Church's and the nobility's establishment of quasi-independent lordships inside imperial territory; papal-imperial relations; and the eastward expansion of the empire.

Instructor(s): J. Lyon Terms Offered: Spring

Equivalent Course(s): HIST 32203

HIST 24401. History of the Fatimid Caliphate. 100 Units.

Instructor(s): P. Walker Terms Offered: Spring

Equivalent Course(s): NEHC 30645, HIST 34401, NEHC 20645

HIST 29902. Tolkien: Medieval and Modern. 100 Units.

J. R. R. Tolkien's *The Lord of the Rings* is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien's creation within the context of Tolkien's own work as both artist and scholar alongside its medieval sources and modern parallels. Themes to be addressed include the problem of genre and the uses of tradition; the nature of history and its relationship to place; the activity of creation and its relationship to language, beauty, evil, and power; the role of monsters in imagination and criticism; the twinned challenges of death and immortality, fate and free will; and the interaction between the world of "faerie" and religious belief.

Instructor(s): R. Fulton Terms Offered: Spring

Prerequisite(s): Must have read *The Lord of the Rings* prior to first day.

Equivalent Course(s): RLST 22400, FNDL 24901

ITAL 23502. Boccaccio's Decameron. 100 Units.

Written in the midst of the social disruption caused by the Black Death (1348), the *Decameron* may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's *Decameron* form a structural masterpiece that anticipates the Renaissance epics, Chaucer's *Canterbury Tales*, and the modern short story.

Instructor(s): J. Steinberg Terms Offered: Autumn

Note(s): Classes conducted in English

Equivalent Course(s): FNDL 21714,ITAL 33502,REMS 33502

LATN 25000. Augustine's Confessions. 100 Units.

Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.

Instructor(s): P. White Terms Offered: Winter

Prerequisite(s): LATN 206 or equivalent

Equivalent Course(s): LATN 35000,FNDL 24310

NEHC 10101. Introduction to the Middle East. 100 Units.

Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region's rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.

Instructor(s): F. Donner Terms Offered: Spring

Equivalent Course(s): HIST 15801

NEHC 20411-20412-20413. Medieval Jewish History I-II-III.

This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20411. Medieval Jewish History I. 100 Units.

Instructor(s): N. Golb Terms Offered: Autumn

Equivalent Course(s): JWSC 23000

NEHC 20412. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): NEHC 20411

Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): HUMA 23200, JWSC 23200

NEHC 20412-20413. Medieval Jewish History II-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20412. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): NEHC 20411

Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): HUMA 23200, JWSC 23200

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): F. Donner Terms Offered: Autumn

Prerequisite(s): Not open to first-year students

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): HIST 25704, HIST 35704, ISLM 30500, RLST 20501

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 25804, HIST 35804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 25804, HIST 35804, ISLM 30600

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.

Instructor(s): T. Qutbuddin Terms Offered: Autumn

Equivalent Course(s): RLST 20401, SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): RLST 20403, SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, SOSC 22100

PHIL 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.

A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume. (A)

Instructor(s): A. Schechtman Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended

Equivalent Course(s): HIPS 26000

RLST 21801. Religion and Society in the Middle Ages. 100 Units.

This course examines some of the roles played by religion within medieval society. We consider topics such as the conversion of Europe to Christianity, monasticism, the cult of saints, the rise of the papacy, and the rise of heresy and religious dissent. We study medieval religious ideals as well as the institutions created to perpetuate those ideals, weighing the experience of the individual and the group. We read autobiographies, saints' lives, chronicles, miracle collections, papal documents, among other kinds of sources.

Instructor(s): L. Pick Terms Offered: Winter

Equivalent Course(s): HIST 27905

SLAV 22000. Old Church Slavonic. 100 Units.

This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Terms Offered: Winter

Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.

Equivalent Course(s): LGLN 25100, LGLN 35100, SLAV 32000



MUSIC

PROGRAM OF STUDY

The Department of Music aims to broaden the exposure to and enrich the understanding of the various musical traditions of the world. Courses address the materials of tonal music in the Western tradition, the analysis of individual works, the study of composers and genres, non-Western and vernacular repertoires, musical composition, critical approaches to music, and the role of music in society. The BA program in music provides a background both for graduate work in music and for study in other fields. The department also sponsors a number of performance organizations and concert series.

Courses for Nonmajors: General Education

- Students seeking to meet the general education requirement in dramatic, musical, and visual arts with music courses must choose from among the following:

MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100
- Students seeking to meet the general education requirement in civilization studies may select the following two-quarter sequence. These courses are open to all students, regardless of previous musical background.

MUSI 12100-12200	Music in Western Civilization I: To 1750 and Music in Western Civilization II: 1750 to the Present	200
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Other Courses for Nonmajors

In addition to the general education courses, the department offers a two-quarter sequence MUSI 14100-14200 Introduction to Music Theory for Nonmajors for students who have had little or no exposure to reading music. Students who can read music comfortably can take the three-quarter sequence MUSI 15100-15200-15300 Harmony and Voice Leading; a placement examination for this series of courses is given during the first week of Autumn Quarter. Courses numbered from 20000 to 24900 are open to students who have passed a course at the 10000 level or who have equivalent musical background. In addition, courses designed for the major (MUSI 25000 to 29900), as well as certain graduate courses, are open to qualified College students who are not majoring in music, with consent of the instructor.

Students in other programs of study may also complete a minor in music. Information follows the description of the major.

PROGRAM REQUIREMENTS

BA Program

The program for the bachelor's degree in music offers a balance of practical, historical, and conceptual approaches to music.

Students are required to take at least twelve music courses and participate in one of the Music Department's major ensembles for at least three quarters.

Students should begin the major by taking the three-quarter sequence MUSI 15100-15200-15300 Harmony and Voice Leading. Students follow this introductory course with the following: (1) a yearlong sequence that takes up topics in the history of Western art music, MUSI 27100-27200-27300 Topics in the History of Western Music, (2) MUSI 23300 Introduction to the Social and Cultural Study of Music, and (3) four additional courses numbered MUSI 20000 or above. MUSI 27100-27200-27300 Topics in the History of Western Music is offered in alternate years. It typically takes three years to complete the introductory and advanced courses. *It is thus highly advisable for students to take MUSI 15100-15200-15300 Harmony and Voice Leading during their first or second year.*

The required course in musicianship skills is offered each quarter of every year and should be taken after the MUSI 15100-15200-15300 Harmony and Voice Leading sequence. MUSI 28500 Musicianship Skills is a yearlong course. *One quarter's credit (100 units) is granted in the final quarter after successful completion of all three quarters. To meet requirements for full-time student status, students must carry at least three additional courses each quarter.*

Students must arrange a formal consultation with the director of undergraduate studies before declaring music as their major.

SUMMARY OF REQUIREMENTS

MUSI 15100-15200-15300	Harmony and Voice Leading and Harmony and Voice Leading and Harmony and Voice Leading	300
MUSI 27100-27200-27300	Topics in the History of Western Music and Topics in the History of Western Music and Topics in the History of Western Music	300
MUSI 23300	Introduction to the Social and Cultural Study of Music	100
4 additional courses numbered MUSI 20000 or above		400
MUSI 28500	Musicianship Skills	100
Participation for at least three quarters in one of the Music Department's major ensembles		
Total Units		1200

Composition

Students whose interest lies in composition are advised to take MUSI 26100 Introduction to Composition, which is designed for students wishing to learn composition or to improve their compositional technique. Students pursuing composition, particularly those intending to apply to graduate school in music composition, are also advised to take such courses as:

MUSI 26800	Sixteenth-Century Counterpoint	100
MUSI 26900	Eighteenth-Century Counterpoint	100

MUSI 26300-26400	Introduction to Computer Music and Introduction to Computer Music	200
MUSI 25300	Analysis of Twentieth-Century Music	100

By making special arrangements with a composition instructor, students may also register for composition lessons by using MUSI 29700 Independent Study in Music as an elective.

Ethnomusicology

Students wishing to specialize in ethnomusicology in the context of a music major are advised to take MUSI 10200 Introduction to World Music in addition to MUSI 23300 Introduction to the Social and Cultural Study of Music; these will provide grounding in musical styles and repertoires, as well as the techniques and methods of study central to ethnomusicology. Other classes can be selected at the 23000 level, allowing students to build up specific areas of expertise in fields such as jazz, popular music, Middle Eastern music, and South Asian music. Students considering graduate studies in ethnomusicology are strongly advised to take the MUSI 29500 Undergraduate Honors Seminar and write an honors thesis with a focus on an ethnomusicological topic.

GRADING

Courses used to meet the general education requirement in the dramatic, musical, and visual arts must be taken for a quality grade. Courses taken to meet requirements in the major also must be taken for a quality grade.

HONORS

Students may be recommended for honors if they (1) have a GPA of at least 3.0 overall and at least 3.5 in the major, and (2) present an outstanding senior thesis or composition under the approved supervision of a faculty member in the Department of Music. Registration in MUSI 29900 Senior Essay or Composition may be devoted to the preparation of the senior thesis or composition. This research paper or project may not be used to meet the BA paper or project requirement in another major. The optional MUSI 29500 Undergraduate Honors Seminar, typically offered each Autumn Quarter, is designed to prepare students to write an honors essay. Students seeking honors should speak with the director of undergraduate studies no later than Spring Quarter of their third year.

MINOR PROGRAM IN MUSIC

The minor program in music requires the completion of seven courses and the student's participation for at least three quarters in one of the Music Department's major ensembles. Students who elect the minor program in music must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by this deadline on a form obtained from the adviser.

No courses in the minor can be double counted with the student's major(s) or with other minors; nor can they be counted toward general education requirements. They

must be taken for quality grades and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements: Minor Program in Music

MUSI 15100-15200-15300	Harmony and Voice Leading and Harmony and Voice Leading and Harmony and Voice Leading	300
4 additional music courses numbered as MUSI 20000 or above		400
Participation for at least three quarters in one of the Music Department's major ensembles		
<hr/> Total Units		<hr/> 700

PERFORMANCE ORGANIZATIONS

Membership in the Department of Music performance organizations is open to qualified students from all areas of the University through competitive auditions held at the beginning of Autumn Quarter. Most organizations rehearse weekly. For further information, students should see the brochure *Performance Opportunities at the University of Chicago* or contact Barbara Schubert, director of performing programs.

Symphony Orchestra

The 100-member University Symphony Orchestra presents six concerts per season. Familiar and unusual repertoire from the nineteenth and twentieth centuries is featured, often relating to a particular theme. A major performance with the University Chorus every season, the biennial University Concerto Competition, and regular performances with professional soloists are highlights of the symphony's activities. *Wednesday evening rehearsals. B. Schubert. Summer, Autumn, Winter, Spring.*

Chamber Orchestra

The University Chamber Orchestra is a string ensemble that specializes in baroque, early classical, and twentieth-century repertoire. Supplemented by wind players for particular pieces, the group presents one concert per quarter and serves as the core orchestra in the annual opera production. *Monday evening rehearsals. T. Semanik. Autumn, Winter, Spring.*

Wind Ensemble

The University Wind Ensemble performs both symphonic wind ensemble literature and transcriptions of major orchestral repertoire. The group presents one concert per quarter and occasionally performs at informal activities and social events on campus. *Monday evening rehearsals. C. De Stefano. Autumn, Winter, Spring.*

Chorus

The 100-plus-member University Chorus performs choral literature of the eighteenth, nineteenth, and twentieth centuries, accompanied by keyboard, small instrumental ensembles, or the University Symphony. One major concert per quarter

plus supplemental performances on campus and elsewhere in the city make up the season. *Monday evening rehearsals. J. Kallembach. Autumn, Winter, Spring.*

Motet Choir

The 40-member University Motet Choir is a select group that specializes in a cappella choral literature of all periods, plus Renaissance and baroque works accompanied by period instruments. The ensemble presents one major concert per quarter on campus, has frequent performances elsewhere in Chicago, and goes on an annual tour. *Monday, Wednesday, and Friday noontime rehearsals. J. Kallembach. Autumn, Winter, Spring.*

Jazz X-tet

The Jazz X-tet is an eight- to ten-piece group dedicated to the exploration of small-group improvisation and ensemble performance in traditional jazz styles. The ensemble's repertoire ranges from standards to new compositions written for the group to collaborative works, often inviting noted professional soloists. The group presents one major concert per quarter on campus, as well as supplemental performances on campus and elsewhere in the city. *Wednesday evening rehearsals. M. Bowden. Autumn, Winter, Spring.*

Middle East Music Ensemble

The Middle East Music Ensemble (MEME) explores a variety of classical, neo-classical, and popular forms originating throughout the Middle East. Participants develop knowledge of Middle Eastern compositional and improvisational techniques through performance, often with accomplished guest artists. The ensemble performs one major concert per quarter and is open to all students and to community members with appropriate musical experience. *Thursday evening rehearsals. W. Zarour. Autumn, Winter, Spring.*

South Asian Vocal Ensemble

The South Asian Vocal Ensemble explores a variety of classical, vernacular, and popular song repertoires from the Indian Subcontinent, with membership open to beginners as well as to more experienced performers with a background in South Asian music. The ensemble will focus on teaching vocal techniques, stylistic features, compositional forms, improvisational practices, and performance conventions specific to India, Pakistan, Afghanistan, Bangladesh, Nepal, Sri Lanka, and South Asian diasporas. Membership is open to students, faculty, and staff of the University, as well as community members interested in South Asian vocal music. *Monday late afternoon-evening rehearsals. M. Pasupathi. Autumn, Winter, Spring.*

Other Performance Activities

These activities do not satisfy the ensemble requirement for the music major or minor. Many other musical activities are available at the University, including chamber music, the Javanese Gamelan Ensemble, the Gilbert and Sullivan Opera Company, noontime concert series, several residence hall recital series, and several student-run theater groups.

MUSIC COURSES

MUSI 10100. Introduction to Western Art Music. 100 Units.

This one-quarter course is designed to enrich the listening experience of students, particularly with respect to the art music of the Western European and American concert tradition. Students are introduced to the basic elements of music and the ways that they are integrated to create works in various styles. Particular emphasis is placed on musical form and on the potential for music to refer to and interact with aspects of the world outside.

Terms Offered: Autumn, Winter, Spring

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the dramatic, musical, and visual arts.

MUSI 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn, Winter, Spring

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): CRES 10200

MUSI 10300. Introduction to Music: Materials and Design. 100 Units.

In this variant of the introductory course in music, students explore the language of music through coordinated listening, analysis, and exercises in composition. A study of a wide diversity of musical styles serves as an incentive for student compositions in those styles.

Terms Offered: Autumn, Winter, Spring

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the dramatic, musical, and visual arts.

MUSI 10400. Introduction to Music: Analysis and Criticism. 100 Units.

This course aims to develop students' analytical and critical tools by focusing on a select group of works drawn from the Western European and American concert tradition. The texts for the course are recordings. Through listening, written assignments, and class discussion, we explore topics such as compositional strategy, conditions of musical performance, interactions between music and text, and the relationship between music and ideology as they are manifested in complete compositions.

Terms Offered: Autumn, Winter, Spring

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the dramatic, musical, and visual arts.

MUSI 12100-12200. Music in Western Civilization I-II.

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 dramatic, musical, and visual arts. This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music in Western Civilization I: To 1750. 100 Units.

Instructor(s): A. Robertson Terms Offered: Winter

Equivalent Course(s): HIST 12700,SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.

Terms Offered: Spring

Equivalent Course(s): HIST 12800,SOSC 21200

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.

Terms Offered: Spring

Equivalent Course(s): HIST 12800,SOSC 21200

MUSI 14100-14200. Introduction to Music Theory for Nonmajors.

This two-quarter sequence covers the basic elements of music theory, including music reading, intervals, chords, meter, and rhythm. The emphasis is on practical and analytical skills, leading to simple melodic and contrapuntal composition as well as a more profound appreciation of music. These courses do not meet the general education requirement in the dramatic, musical, and visual arts.

MUSI 14100. Introduction to Music Theory for Nonmajors. 100 Units.

Terms Offered: Autumn

MUSI 14200. Introduction to Music Theory for Nonmajors. 100 Units.

Terms Offered: Winter

MUSI 14200. Introduction to Music Theory for Nonmajors. 100 Units.

Terms Offered: Winter

MUSI 15100-15200-15300. Harmony and Voice Leading.

This three-quarter sequence serves as an introduction to the materials and structure of Western tonal music. The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.

MUSI 15100. Harmony and Voice Leading. 100 Units.

Instructor(s): S. Love Terms Offered: Autumn

Prerequisite(s): Ability to read music.

MUSI 15200. Harmony and Voice Leading. 100 Units.

Instructor(s): S. Love Terms Offered: Winter

Prerequisite(s): Ability to read music.

MUSI 15300. Harmony and Voice Leading. 100 Units.

Instructor(s): S. Love Terms Offered: Spring

Prerequisite(s): Ability to read music.

MUSI 15200-15300. Harmony and Voice Leading.

This three-quarter sequence serves as an introduction to the materials and structure of Western tonal music. The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.

MUSI 15200. Harmony and Voice Leading. 100 Units.

Instructor(s): S. Love Terms Offered: Winter

Prerequisite(s): Ability to read music.

MUSI 15300. Harmony and Voice Leading. 100 Units.

Instructor(s): S. Love Terms Offered: Spring

Prerequisite(s): Ability to read music.

MUSI 15300. Harmony and Voice Leading. 100 Units.

Instructor(s): S. Love Terms Offered: Spring

Prerequisite(s): Ability to read music.

MUSI 20900. Issues in Film Music. 100 Units.

This course explores the role of film music in the history of cinema. What role does music play as part of the narrative (source music) and as nondiegetic music (underscoring)? How does music of different styles and provenance contribute to the semiotic universe of film? And how did film music assume a central voice in twentieth-century culture? We study music composed for films (original scores) as well as pre-existent music (such as popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (including non-Western) films, experimental films, musicals, and cartoons. Instructor(s): B. Hoeckner Terms Offered: Autumn

Note(s): This course typically is offered in alternate years.

MUSI 23300. Introduction to the Social and Cultural Study of Music. 100 Units.

This course provides an introduction to ethnomusicology and related disciplines with an emphasis on the methods and contemporary practice of social and cultural analysis. The course reviews a broad selection of writing on non-Western, popular, vernacular, and "world-music" genres from a historical and theoretical perspective, clarifying key analytical terms (i.e., "culture," "subculture," "style," "ritual," "globalization") and methods (i.e., ethnography, semiotics, psychoanalysis, Marxism). In the last part of the course, students learn and develop component skills of fieldwork documentation and ethnographic writing.

Terms Offered: Autumn

Note(s): Prior music course and ability to read music notation not required.

Equivalent Course(s): MUSI 33300

MUSI 23700. Music of South Asia. 100 Units.

This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertoires of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.

Terms Offered: Variable

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): SALC 20800, SALC 30800

MUSI 23900. Rock. 100 Units.

This course considers some critical accounts of the music industry, of subcultures, and of mass media aesthetics; some historical dimensions of rock (e.g., circum-Atlantic, global circulation of blues-derived popular forms); and some analytical approaches deriving from the main theoretical traditions of Western art music, psychoanalysis, semiotics, and ethnography—as applied to, for example, rhythm and meter, repetition, tonality, and voice. Students are also encouraged, through readings and listening, to contextualize rock within a broad field of popular/vernacular music making in the twentieth century.

Instructor(s): T. Jackson Terms Offered: Autumn

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

MUSI 23911-33911. Jewish Music.**MUSI 23911. Jewish Music. 100 Units.**

Few questions in ethnomusicology and music history remain as enigmatic and yet ideologically charged as, What is Jewish music? With responses ranging from claims that Jewishness defies representation with music to those that argue for a plurality possible only when Jewish culture appropriates the musics of constantly shifting historical contexts, Jewish music has acquired remarkably important resonance in the history of religions and in the meaning of modernity. In this proseminar we approach the richness and diversity of Jewish music as givens and as starting points for understanding of both the sacred and the secular in Jewish culture. The cultural contexts and soundscapes of Jewish music, thus, are not isolated, restricted, for example, to the synagogue or ritual practice, but rather they cross the boundaries between traditions, genres, and even religions. The sound materials and structures of Jewish music, say, the modal ordering of Arabic classical music that is standard for biblical cantillation in Israel, will be treated as complex phenomena that both influence and are influenced by the worlds around Jewish communities. Genres and musical practices will be examined in their full diversity, and we shall move across the repertoires of liturgical, folk, art, and popular music.

Instructor(s): P. Bohlman Terms Offered: Variable

Equivalent Course(s): MUSI 33911

MUSI 33911. Jewish Music. 100 Units.

Few questions in ethnomusicology and music history remain as enigmatic and yet ideologically charged as, What is Jewish music? With responses ranging from claims that Jewishness defies representation with music to those that argue for a plurality possible only when Jewish culture appropriates the musics of constantly shifting historical contexts, Jewish music has acquired remarkably important resonance in the history of religions and in the meaning of modernity. In this proseminar we approach the richness and diversity of Jewish music as givens and as starting points for understanding of both the sacred and the secular in Jewish culture. The cultural contexts and soundscapes of Jewish music, thus, are not isolated, restricted, for example, to the synagogue or ritual practice, but rather they cross the boundaries between traditions, genres, and even religions. The sound materials and structures of Jewish music, say, the modal ordering of Arabic classical music that is standard for biblical cantillation in Israel, will be treated as complex phenomena that both influence and are influenced by the worlds around Jewish communities. Genres and musical practices will be examined in their full diversity, and we shall move across the repertoires of liturgical, folk, art, and popular music.

Instructor(s): P. Bohlman Terms Offered: Variable

Equivalent Course(s): MUSI 23911

MUSI 24000. Composition Lessons. 100 Units.

This course consists of individual weekly composition lessons.

Instructor(s): K. Suzuki Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MUSI 26100 and consent of instructor

Note(s): Students may enroll in this course more than once as an elective, but it may be counted only once toward requirements for the music major or minor.

MUSI 24509. Mozart's Comic Opera. 100 Units.

Concentration on *Die Entführung aus dem Serail*, *Le nozze di Figaro*, *Don Giovanni*, *Così fan tutte*, *Die Zauberflöt*.

Instructor(s): Buch Terms Offered: Spring

Prerequisite(s): Acquaintance with musical scores and the Italian and German librettos of Mozart.

Equivalent Course(s): TAPS 29102, SCTH 29102

MUSI 25013. Music and Philosophy. 100 Units.

What is distinctive about a philosophical explanation of musical experience?

Through close examination of canonical readings from the nineteenth and twentieth centuries, this course will allow us to reflect critically on the ways in which philosophical discourse can inform, distort, deepen, broaden, or even silence our accounts of musical experiences, both past and present. Particular attention will be paid to the ways in which continental philosophers have tried to account for the development of modernist aesthetics since the late nineteenth century. Questions we will confront include: Does music, itself, represent anything? How does its meaning (or lack thereof) relate to the meaning of opera libretti, song texts, and programmatic narratives? How does sung music present the human voice? Is music exclusively temporal, or does it have a distinct spatial dimension like architecture? Does its temporality bear any relationship to the temporality of life? Or is music a cryptic language that indicates something we cannot speak or think? Does it express something unique about the memory of human suffering and trauma? And what is music's relationship to the body, to ecstasy, and to erotic desire?

Instructor(s): M. Gallope Terms Offered: Variable

Equivalent Course(s): MUSI 35013

MUSI 25100. Analysis of Music of the Classical Period. 100 Units.

This course focuses on the analysis of music by composers associated with the Viennese classical period, including Haydn, Mozart, and Beethoven. Topics include classical phrase structure, standard tonal forms such as sonata-allegro, and basic chromatic harmony. Participants present model compositions and write analytical papers.

Instructor(s): S. Rings Terms Offered: Winter

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course is typically offered in alternate years.

MUSI 25200. Analysis of Nineteenth-Century Music. 100 Units.

This course focuses on the tonal language of nineteenth-century European composers, including Schubert, Chopin, Brahms, and Wagner. Students confront analytical problems posed by these composers' increasing uses of chromaticism and extended forms through both traditional (classical) models of tonal harmony and form, as well as alternative approaches specifically tailored to this repertory. Students present model compositions and write analytical papers.

Instructor(s): P. Steinbeck Terms Offered: Spring

Prerequisite(s): MUSI 15300 or equivalent

MUSI 25213-31013. Analysis of 19th-Century Music.**MUSI 25213. Analysis of 19th-Century Music. 100 Units.**

Instructor(s): Variable Terms Offered: Spring 2015

Equivalent Course(s): MUSI 31013

MUSI 31013. Analysis of 19th-Century Music. 100 Units.

Instructor(s): Variable Terms Offered: Spring 2015

Equivalent Course(s): MUSI 25213

MUSI 25300. Analysis of Twentieth-Century Music. 100 Units.

This course introduces theoretical and analytical approaches to twentieth-century music. The core of the course involves learning a new theoretical apparatus—often called "set theory"—and exploring how best to apply that apparatus analytically to pieces by composers such as Schoenberg, Bartók, and Stravinsky. We also explore the relevance of the theoretical models to music outside of the high-modernist canon, including some jazz. The course provides an opportunity to confront some foundational questions regarding what it means to "theorize about music."

Instructor(s): S. Rings Terms Offered: Spring

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 25600. Jazz Theory and Improvisation. 100 Units.

This course focuses on the knowledge necessary to improvise over the chord changes of standard jazz tunes. We cover basic terminology and chord symbols, scale-to-chord relationships, connection devices, and turn-around patterns. For the more experienced improviser, we explore alternate chord changes, tritone substitutions, and ornamentations. Using techniques gained in class, students write their own solos on a jazz tune and transcribe solos from recordings.

Instructor(s): M. Bowden Terms Offered: Spring

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 25701. Introduction to Cognitive Musicology. 100 Units.

This course surveys recent research in music cognition and cognitive psychology and explores how it can be applied to music scholarship. We begin with a general review of research on categorization, analogy, and inferential systems. This review is paired with close readings of empirical literature drawn from cognitive science, neuroscience, and music psychology, as well as theoretical work in cognitive linguistics and cognitive anthropology. Student projects focus on applications of research in cognitive science to historical musicology, ethnomusicology, music theory, or music analysis. Weekly lab meetings required.

Instructor(s): L. Zbikowski Terms Offered: Variable

Prerequisite(s): MUSI 15300 or equivalent. Open to nonmajors with consent of instructor.

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 31901

MUSI 25800. Tuning Theory. 100 Units.

This course begins with a description of the logarithmic perception of pitch increments. We then cover the historically important tunings of the diatonic scale—just intonation, Pythagorean and meantone tunings, and twelve-note equal tuning. A parametric representation is described that reveals that the historic tunings are particular members of a general family of diatonic tunings. We also discuss the individual chromatic properties of certain equal tunings, focusing on the tunings of 12, 15, 17, 19, and 31 notes.

Instructor(s): E. Blackwood Terms Offered: Spring

Prerequisite(s): Ability to read music

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 35800

MUSI 25801. The Analysis of Song. 100 Units.

This course focuses on the art song of the nineteenth century, with special attention to the relationship between tonal structure and song text. Both individual songs and song cycles are considered, with the main emphasis on works by Schubert, Schumann, and Brahms. Student projects include comparative analyses of settings of the same text by different composers, analyses of a song and its later arrangement as an instrumental work, or the analysis and performance of a song.

Instructor(s): L. Zbikowski Terms Offered: Autumn 2013

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 26100. Introduction to Composition. 100 Units.

This course introduces some of the basic problems in musical composition through a series of simple exercises.

Terms Offered: Spring

Prerequisite(s): MUSI 14200 or 15300, or equivalent

MUSI 26300-26400. Introduction to Computer Music.

This two-quarter course of study gives students in any discipline the opportunity to explore the techniques and aesthetics of computer-generated/assisted music production. During the first quarter, students learn the basics of digital synthesis, the Musical Instrument Digital Interface (MIDI), and programming. These concepts and skills are acquired through lecture, demonstration, reading, and a series of production and programming exercises. Weekly lab tutorials and individual lab time in the department's computer music studio are in addition to scheduled class time.

MUSI 26300. Introduction to Computer Music. 100 Units.

Instructor(s): H. Sandroff Terms Offered: Autumn

Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.

Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.

Equivalent Course(s): MUSI 34700

MUSI 26400. Introduction to Computer Music. 100 Units.

Instructor(s): H. Sandroff Terms Offered: Winter

Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.

Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.

Equivalent Course(s): MUSI 34800

MUSI 26400. Introduction to Computer Music. 100 Units.

Instructor(s): H. Sandroff Terms Offered: Winter

Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.

Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.

Equivalent Course(s): MUSI 34800

MUSI 26800. Sixteenth-Century Counterpoint. 100 Units.

This course is an introduction to the theory, analysis, and composition of modal counterpoint using texts that uses examples by sixteenth-century theorists (i.e., Zarlino) and composers (i.e., Josquin, Lassus, Palestrina). Techniques include cantus firmus, canon, and modal mixture. Students read sources, analyze passages, and compose (and improvise) counterpoint in two to four parts.

Terms Offered: Autumn

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 26900. Eighteenth-Century Counterpoint. 100 Units.

This is a practical course for learning the art of fugue writing that concentrates on writing different types of fugues and on short pieces involving different types of imitation. The material is based on Bach's *The Well-Tempered Clavier*, *Goldberg Variations*, *Das Musikalische Opfer*, and *Die Kunst der Fuge*.

Terms Offered: Winter

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 27100-27200-27300. Topics in the History of Western Music.

This sequence is a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertoires of Western Europe and the United States.

MUSI 27100. Topics in the History of Western Music. 100 Units.

MUSI 27100 begins with the earliest notated music and considers monophonic liturgical chant and the development of sacred and secular vocal polyphony through the sixteenth century.

Terms Offered: Autumn

Prerequisite(s): MUSI 14200 or 15300. Open to nonmajors with consent of instructor.

MUSI 27200. Topics in the History of Western Music. 100 Units.

MUSI 27200 addresses topics in music from 1600 to 1800, including opera, sacred music, the emergence of instrumental genres, the codification of tonality, and the Viennese classicism of Haydn and Mozart.

Terms Offered: Winter

Prerequisite(s): MUSI 14200 or 15300. Open to nonmajors with consent of instructor.

MUSI 27300. Topics in the History of Western Music. 100 Units.

MUSI 27300 treats music since 1800. Topics include the music of Beethoven and his influence on later composers; the rise of public concerts, German opera, programmatic instrumental music, and nationalist trends; the confrontation with modernism; and the impact of technology on the expansion of musical boundaries.

Terms Offered: Spring

Prerequisite(s): MUSI 14200 or 15300. Open to nonmajors with consent of instructor.

MUSI 27200. Topics in the History of Western Music. 100 Units.

MUSI 27200 addresses topics in music from 1600 to 1800, including opera, sacred music, the emergence of instrumental genres, the codification of tonality, and the Viennese classicism of Haydn and Mozart.

Terms Offered: Winter

Prerequisite(s): MUSI 14200 or 15300. Open to nonmajors with consent of instructor.

MUSI 27300. Topics in the History of Western Music. 100 Units.

MUSI 27300 treats music since 1800. Topics include the music of Beethoven and his influence on later composers; the rise of public concerts, German opera, programmatic instrumental music, and nationalist trends; the confrontation with modernism; and the impact of technology on the expansion of musical boundaries.

Terms Offered: Spring

Prerequisite(s): MUSI 14200 or 15300. Open to nonmajors with consent of instructor.

MUSI 28500. Musicianship Skills. 100 Units.

This is a yearlong course in ear training, keyboard progressions, realization of figured basses at the keyboard, and reading of chamber and orchestral scores. Classes each week consist of one dictation lab (sixty minutes long) and one keyboard lab (thirty minutes long).

Instructor(s): A. Briggs Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MUSI 15300. Open only to students who are majoring in music.

Note(s): 100 units credit is granted only after successful completion of the year's work.

MUSI 29500. Undergraduate Honors Seminar. 100 Units.

The seminar guides students through the preliminary stages of selecting and refining a topic, and provides an interactive forum for presenting and discussing the early stages of research, conceptualization, and writing. The course culminates in the presentation of a paper that serves as the foundation of the honors thesis. The instructors work closely with honors project supervisors, who may be drawn from the entire music faculty.

Terms Offered: Autumn

Prerequisite(s): Consent of instructor. Open only to fourth-year students who are majoring in music and wish to develop a research project and prepare it for submission for departmental honors.

MUSI 29614. Absorption/Distanciation: Wagner, Brecht, Kluge. 100 Units.

Explores Richard Wagner's music-dramas, Bertolt Brecht's plays, and Alexander Kluge's films as a forum for the formulation, circulation, and contestation of absorption and distanciation. While a conventional historical account would map the tensions between absorption and distanciation as a one-way trip, moving from absorption (in Wagner) to distanciation (as coined by Brecht) to distraction (as deployed by Kluge), we will explore how each artist deploys each term to varying effects. Works to be considered include Wagner's *The Flying Dutchman* and *Parsifal*, Brecht's *Man Is Man* and *The Measures Taken*, and Kluge's *Yesterday Girl* and *The Power of Emotions*. Readings by each artist, as well as by Theodor Adorno, Walter Benjamin, Michael Fried, Miriam Hansen, Andreas Huyssen, and Gertrud Koch. In English.

Instructor(s): D. Levin Terms Offered: Winter

Equivalent Course(s): GRMN 33914, CMST 28304, CMST 38304, TAPS 28439, MUSI 33914, GRMN 29614

MUSI 29700. Independent Study in Music. 100 Units.

This course is intended for students who wish to pursue specialized readings in music or to do advanced work in composition.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Consent Form.

MUSI 29900. Senior Essay or Composition. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Consent Form.

MUSI 31013. Analysis of 19th-Century Music. 100 Units.

Instructor(s): Variable Terms Offered: Spring 2015

Equivalent Course(s): MUSI 25213

MUSI 31901. Introduction to Cognitive Musicology. 100 Units.

This course surveys recent research in music cognition and cognitive psychology and explores how it can be applied to music scholarship. We begin with a general review of research on categorization, analogy, and inferential systems. This review is paired with close readings of empirical literature drawn from cognitive science, neuroscience, and music psychology, as well as theoretical work in cognitive linguistics and cognitive anthropology. Student projects focus on applications of research in cognitive science to historical musicology, ethnomusicology, music theory, or music analysis. Weekly lab meetings required.

Instructor(s): L. Zbikowski Terms Offered: Variable

Prerequisite(s): MUSI 15300 or equivalent. Open to nonmajors with consent of instructor.

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 25701

MUSI 33911. Jewish Music. 100 Units.

Few questions in ethnomusicology and music history remain as enigmatic and yet ideologically charged as, What is Jewish music? With responses ranging from claims that Jewishness defies representation with music to those that argue for a plurality possible only when Jewish culture appropriates the musics of constantly shifting historical contexts, Jewish music has acquired remarkably important resonance in the history of religions and in the meaning of modernity. In this proseminar we approach the richness and diversity of Jewish music as givens and as starting points for understanding of both the sacred and the secular in Jewish culture. The cultural contexts and soundscapes of Jewish music, thus, are not isolated, restricted, for example, to the synagogue or ritual practice, but rather they cross the boundaries between traditions, genres, and even religions. The sound materials and structures of Jewish music, say, the modal ordering of Arabic classical music that is standard for biblical cantillation in Israel, will be treated as complex phenomena that both influence and are influenced by the worlds around Jewish communities. Genres and musical practices will be examined in their full diversity, and we shall move across the repertoires of liturgical, folk, art, and popular music.

Instructor(s): P. Bohlman Terms Offered: Variable

Equivalent Course(s): MUSI 23911

MUSI 33914. Absorption/Distanciation: Wagner, Brecht, Kluge. 100 Units.

Explores Richard Wagner's music-dramas, Bertolt Brecht's plays, and Alexander Kluge's films as a forum for the formulation, circulation, and contestation of absorption and distanciation. While a conventional historical account would map the tensions between absorption and distanciation as a one-way trip, moving from absorption (in Wagner) to distanciation (as coined by Brecht) to distraction (as deployed by Kluge), we will explore how each artist deploys each term to varying effects. Works to be considered include Wagner's *The Flying Dutchman* and *Parsifal*, Brecht's *Man Is Man* and *The Measures Taken*, and Kluge's *Yesterday Girl* and *The Power of Emotions*. Readings by each artist, as well as by Theodor Adorno, Walter Benjamin, Michael Fried, Miriam Hansen, Andreas Huyssen, and Gertrud Koch. In English.

Instructor(s): D. Levin Terms Offered: Winter

Equivalent Course(s): GRMN 33914, CMST 28304, CMST 38304, TAPS 28439, MUSI 29614, GRMN 29614

MUSI 34700. Introduction to Computer Music. 100 Units.

Instructor(s): H. Sandroff Terms Offered: Autumn

Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.

Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.

Equivalent Course(s): MUSI 26300

MUSI 35013. Music and Philosophy. 100 Units.

What is distinctive about a philosophical explanation of musical experience?

Through close examination of canonical readings from the nineteenth and twentieth centuries, this course will allow us to reflect critically on the ways in which philosophical discourse can inform, distort, deepen, broaden, or even silence our accounts of musical experiences, both past and present. Particular attention will be paid to the ways in which continental philosophers have tried to account for the development of modernist aesthetics since the late nineteenth century. Questions we will confront include: Does music, itself, represent anything? How does its meaning (or lack thereof) relate to the meaning of opera libretti, song texts, and programmatic narratives? How does sung music present the human voice? Is music exclusively temporal, or does it have a distinct spatial dimension like architecture? Does its temporality bear any relationship to the temporality of life? Or is music a cryptic language that indicates something we cannot speak or think? Does it express something unique about the memory of human suffering and trauma? And what is music's relationship to the body, to ecstasy, and to erotic desire?

Instructor(s): M. Gallope Terms Offered: Variable

Equivalent Course(s): MUSI 25013

MUSI 35800. Tuning Theory. 100 Units.

This course begins with a description of the logarithmic perception of pitch increments. We then cover the historically important tunings of the diatonic scale—just intonation, Pythagorean and meantone tunings, and twelve-note equal tuning. A parametric representation is described that reveals that the historic tunings are particular members of a general family of diatonic tunings. We also discuss the individual chromatic properties of certain equal tunings, focusing on the tunings of 12, 15, 17, 19, and 31 notes.

Instructor(s): E. Blackwood Terms Offered: Spring

Prerequisite(s): Ability to read music

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 25800



NATURAL SCIENCES

The natural sciences sequence "Evolution of the Natural World" provides a way for students in the humanities and social sciences to satisfy the general education requirements through an integrated sequence in the physical and biological sciences that follows a distinct theme through four quarters. These requirements can be fulfilled separately, of course.

The natural sciences sequence is open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. The courses must be taken in sequence. If this sequence is chosen, students must also register for two appropriate courses in the mathematical sciences.

NATURAL SCIENCE COURSES

NTSC 10100-10200-10300-10400. Evolution of the Natural World I-II-III; Environmental Ecology.

This sequence meets the general education requirement in the physical and biological sciences for humanities and social sciences students. Open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. Must be taken in sequence. This is an integrated four-quarter sequence that emphasizes the evolution of the physical universe and life on Earth, and explores the interrelationships between the two.

NTSC 10100. Evolution of the Natural World I: Evolution of the Solar System and the Earth. 100 Units.

This course examines the physical and chemical origins of planetary systems, the role of meteorite studies in this context, and a comparison of the Earth with neighboring planets. It then turns to chemical and physical processes that lead to internal differentiation of the Earth. Further topics include the thermal balance at the Earth's surface (glaciation and the greenhouse effect), and the role of liquid water in controlling crustal geology and evolution. (L)

Instructor(s): A. Davis Terms Offered: Winter

Prerequisite(s): MATH 10600, or placement into 13100 or higher

NTSC 10200. Evolution of the Natural World II: Evolution of the Universe. 100 Units.

This course is designed to encourage a sense of awe, appreciation, and understanding of the topics investigated in modern astrophysics, such as the origin of the universe, the formation and evolution of the sun and the Earth, the nature of space and time, and the search for other planets and life in the universe. Students also experience the predicting, testing, and investigative nature of science. (L)

Instructor(s): C. Hogan, L. J. Carlstrom Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement into 13100 or higher; NTSC 10100

NTSC 10300. Evolution of the Natural World III: Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. (L)

Instructor(s): D. Jablonski Terms Offered: Autumn

Prerequisite(s): For students in the NTSC sequence: MATH 10600, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10600, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Equivalent Course(s): BIOS 13123

NTSC 10400. Environmental Ecology. 100 Units.

This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.

Instructor(s): T. Price Terms Offered: Winter

Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): BIOS 13107, ENST 12404

NTSC 10200-10300-10400. Evolution of the Natural World II-III; Environmental Ecology.

This sequence meets the general education requirement in the physical and biological sciences for humanities and social sciences students. Open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. Must be taken in sequence. This is an integrated four-quarter sequence that emphasizes the evolution of the physical universe and life on Earth, and explores the interrelationships between the two.

NTSC 10200. Evolution of the Natural World II: Evolution of the Universe. 100 Units.

This course is designed to encourage a sense of awe, appreciation, and understanding of the topics investigated in modern astrophysics, such as the origin of the universe, the formation and evolution of the sun and the Earth, the nature of space and time, and the search for other planets and life in the universe. Students also experience the predicting, testing, and investigative nature of science. (L)

Instructor(s): C. Hogan, L. J. Carlstrom Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement into 13100 or higher; NTSC 10100

NTSC 10300. Evolution of the Natural World III: Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. (L)

Instructor(s): D. Jablonski Terms Offered: Autumn

Prerequisite(s): For students in the NTSC sequence: MATH 10600, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10600, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Equivalent Course(s): BIOS 13123

NTSC 10400. Environmental Ecology. 100 Units.

This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.

Instructor(s): T. Price Terms Offered: Winter

Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): BIOS 13107,ENST 12404

NTSC 10300-10400. Evolution of the Natural World III; Environmental Ecology.

This sequence meets the general education requirement in the physical and biological sciences for humanities and social sciences students. Open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. Must be taken in sequence. This is an integrated four-quarter sequence that emphasizes the evolution of the physical universe and life on Earth, and explores the interrelationships between the two.

NTSC 10300. Evolution of the Natural World III: Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. (L)

Instructor(s): D. Jablonski Terms Offered: Autumn

Prerequisite(s): For students in the NTSC sequence: MATH 10600, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10600, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

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Instructor(s): T. Price Terms Offered: Winter

Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): BIOS 13107,ENST 12404

NTSC 10400. Environmental Ecology. 100 Units.

This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.

Instructor(s): T. Price Terms Offered: Winter

Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Equivalent Course(s): BIOS 13107,ENST 12404



NEAR EASTERN LANGUAGES AND CIVILIZATIONS

PROGRAM OF STUDY

The BA degree programs in Near Eastern Languages and Civilizations (NELC) are as varied as the wide subject matter they embrace. Areas of specialization within NELC include:

- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptian Languages and Civilization
- Islamic and Modern Middle Eastern Studies (including Arabic, Armenian, Modern Hebrew, Kazakh, Persian, Turkish, and Uzbek)
- Near Eastern Judaica

Students who major in NELC learn one or more of the primary native languages as a means of access to the cultures of the ancient Near East and the modern Middle East. (Students who plan to do advanced work in Near Eastern studies are strongly encouraged also to develop a reading knowledge of German and French.) In consultation with the counselor for undergraduate studies, each student chooses an area of specialization and devises a program of study that provides a sound basis for graduate work in that area or for a career in museology, business, government, and other disciplines.

Students who major in other fields of study may wish to minor in NELC. The minor program is described below, after the description of the major.

PROGRAM REQUIREMENTS

Thirteen courses and a BA paper are required for a NELC major.

Two or three quarters of one of the following civilization sequences: * 200-300

NEHC Ancient Near Eastern History and Society I: Egypt
20001-20002-20003 and Ancient Near Eastern History and Society II:
 Mesopotamia
 and Ancient Near Eastern History and Society III:
 Anatolia and Levant

NEHC Ancient Near Eastern Thought and Literature I:
20004-20005-20006 Mesopotamian Literature
 and Ancient Near Eastern Thought and Literature II:
 Anatolian Literature
 and Ancient Near Eastern Thought and Literature III

NEHC Ancient Empires I: The Neo-Assyrian Empire
20011-20012-20013 and Ancient Empires II: The Ottoman Empire
 and Ancient Empires III: The Egyptian Empire of the New
 Kingdom

NEHC 20401-20402-20403	Jewish History and Society I: Ancient Jerusalem and Jewish History and Society II: Jews in the Modern World and Jewish History and Society III: Narratives of Assimilation	
NEHC 20404-20405-20406	Jewish Thought and Literature I: Introduction to the Hebrew Bible and Jewish Thought and Literature II: The Bible and Archaeology and Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature	
NEHC 20411-20412-20413	Medieval Jewish History I and Medieval Jewish History II and Medieval Jewish History III *	
NEHC 20416-20417-20418	Semitic Languages Cultures and Civilizations I and Semitic Languages Cultures and Civilizations II and Semitic Languages Cultures and Civilizations III	
NEHC 20501-20502-20503	Islamic History and Society I: The Rise of Islam and the Caliphate and Islamic History and Society II: The Middle Period and Islamic History and Society III: The Modern Middle East	
NEHC 20601-20602-20603	Islamic Thought and Literature I and Islamic Thought and Literature II and Islamic Thought and Literature III	
Six courses in one of the Near Eastern languages (e.g., Akkadian, Arabic, Armenian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek). Credit for language courses may not be granted by examination or petition.		600
Three or four elective courses in the student's area of specialization. These courses must be chosen in consultation with the counselor for undergraduate studies. They may consist of additional NELC language courses, an additional NELC civilization sequence, or approved courses in areas such as archaeology, art, literature in translation, history, and religion.		300-400
NEHC 29800	BA Paper Seminar **	100
Total Units		1200-1400

* Note that the course sequences on "Archaeology of the Ancient Near East" and "Medieval Jewish History" do not meet the general education requirement in civilization studies. All of the other NELC civilization sequences do meet the general education requirement.

** Required of all NELC majors. It is to be taken in the Autumn Quarter of the year in which the student expects to graduate. The seminar and BA paper are described below.

Summary of Requirements

Six courses in one Near Eastern language at any level	600
Two or three courses in one approved civilization sequence *	200-300
Four or three approved electives relating to the Near East **	300-400
NEHC 29800 BA Paper Seminar	100
Total Units	1200-1400

* If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major.

** May include one NEHC 29999 BA Paper Preparation.

GRADING

All courses used to meet requirements in the major must be taken for quality grades with the exception of the NEHC 29800 BA Paper Seminar, which is taken for P/F grading.

ADVISING

As soon as they declare their major in NELC, students must consult the counselor for undergraduate studies to plan their programs of study. In autumn quarter of their fourth year, all NELC students must see the counselor for undergraduate studies with an updated degree program and transcript.

BA PAPER SEMINAR

Candidates for the BA degree in NELC are required to write a substantial BA paper. The paper gives the student the opportunity to research a topic of interest and to improve writing and presentation skills.

It is the student's responsibility, in his or her third year, to approach a NELC faculty member with a request to serve as the student's faculty research adviser. The student and the faculty adviser together decide on a topic for the BA paper. The topic must be registered in the NELC department office by Monday of tenth week in Spring Quarter of the student's third year. Forms to register the topic are available at: nelc.uchicago.edu/sites/nelc.uchicago.edu/files/BAPaperProposal_1.pdf.

Students are required to register for the NEHC 29800 BA Paper Seminar in Autumn Quarter of their fourth year. A passing grade (P) for the seminar depends on full attendance and participation throughout the quarter. The BA Paper Seminar is a workshop course designed to survey the fields represented by NELC and to assist students in researching and writing their BA papers. Students continue working on their BA papers during the following quarters, meeting at intervals with their faculty research advisers. They may register for NEHC 29999 BA Paper Preparation during the Winter Quarter to devote the equivalent of a one-quarter course to the preparation of the paper; the paper grade, reported in the Spring Quarter, will be the grade for the course NEHC 29999 BA Paper Preparation. See the course description below.

Students taking a double major may, with the permission of the NELC counselor for undergraduate studies, write a single BA paper that is designed to meet the requirements of both majors, provided that the faculty research adviser is a member of the NELC faculty. Approval from both program chairs is required. A consent form, to be signed by the chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

The completed BA paper with the BA Paper Completion Form (from the NELC website) must be submitted to the NELC office by Monday of third week in Spring Quarter. The faculty research adviser will grade the paper and then will submit it to the NELC counselor for undergraduate studies by Monday of fifth week in Spring Quarter. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The above information assumes a Spring Quarter graduation. **Students who expect to graduate in other quarters must consult the NELC counselor for undergraduate studies prior to the quarter in which they expect to graduate.**

HONORS

Students who complete their course work and their BA papers with distinction are considered for honors. To be eligible for honors, students must have an overall GPA of 3.25 or higher, they must have a NELC GPA of 3.5 or higher, and they must have earned a grade of A on the BA paper.

MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS

The minor in Near Eastern Languages and Civilizations requires a total of six courses. Students may choose one of two tracks: (1) a language track that includes three courses of one NELC language at any level, or (2) a culture track that replaces language study with courses in such topics as archaeology, history, religion, or literature in translation. Both tracks require a two- or three-quarter NELC civilization sequence.

Students who wish to take a minor in NELC must meet with the counselor for undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Courses must be chosen in consultation with the counselor. Students must submit the counselor's approval for the minor program to their College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor may not be double counted with a student's major(s) or with other minors, and they may not be counted toward general education requirements. Courses in the minor must be taken for quality grades. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Listed below are sample sets of courses that meet the requirements of the NELC minor.

Language Track Sample Minor

AKKD 10101-10102-10103	Elementary Akkadian I and Elementary Akkadian II and Elementary Akkadian III *	300
NEHC 20001-20002-20003	Ancient Near Eastern History and Society I: Egypt and Ancient Near Eastern History and Society II: Mesopotamia and Ancient Near Eastern History and Society III: Anatolia and Levant	300

Language Track Sample Minor

ARAB 20101-20102-20103	Intermediate Arabic I and Intermediate Arabic II and Intermediate Arabic III *	300
NEHC 20601-20602-20603	Islamic Thought and Literature I and Islamic Thought and Literature II and Islamic Thought and Literature III	300

Culture Track Sample Minor

NEHC 20011-20012-20013	Ancient Empires I: The Neo-Assyrian Empire and Ancient Empires II: The Ottoman Empire and Ancient Empires III: The Egyptian Empire of the New Kingdom	300
NEHC 20401-20402-20403	Jewish History and Society I: Ancient Jerusalem and Jewish History and Society II: Jews in the Modern World and Jewish History and Society III: Narratives of Assimilation	300

* Consult the counselor for undergraduate studies about the level of the language (introductory, intermediate, or advanced) required to meet the language track requirement. Students may not petition for credit to meet the language requirement for the minor program.

NEAR EASTERN LANGUAGES & CIVILIZATIONS - AKKADIAN COURSES

AKKD 10101-10102-10103. Elementary Akkadian I-II-III.

The first two quarters of this sequence cover the elements of Babylonian grammar and the cuneiform writing system, with reading exercises in Old Babylonian texts (ca. 1900 to 1600 B.C.), such as the Laws of Hammurabi. The third quarter introduces Standard Babylonian, the literary language of ca. 1200 to 600 B.C., with readings in royal inscriptions and literary texts.

AKKD 10101. Elementary Akkadian I. 100 Units.

Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Second-year standing

AKKD 10102. Elementary Akkadian II. 100 Units.

Readings from the Code of Hammurapi, in the Old Babylonian dialect of Akkadian.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): AKKD 10101 or equivalent

AKKD 10103. Elementary Akkadian III. 100 Units.

Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.

Instructor(s): STAFF Terms Offered: Spring

Prerequisite(s): AKKD 10102 or equivalent

AKKD 10102. Elementary Akkadian II. 100 Units.

Readings from the Code of Hammurapi, in the Old Babylonian dialect of Akkadian.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): AKKD 10101 or equivalent

AKKD 10103. Elementary Akkadian III. 100 Units.

Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.

Instructor(s): STAFF Terms Offered: Spring

Prerequisite(s): AKKD 10102 or equivalent

AKKD 20314. Akkadian Historical Texts II. 100 Units.

Reading of selections, in Akkadian language and cuneiform script, from Assyrian and Babylonian royal inscriptions, chronicles, and other written sources for the narrative frameworks of Mesopotamian history.

Instructor(s): Stolper Terms Offered: Autumn

Prerequisite(s): One year of Akkadian, or consent of instructor.

AKKD 20341. Old Babylonian Letters. 100 Units.

Instructor(s): Dix Terms Offered: Winter

AKKD 20342. Old Babylonian Literary Texts. 100 Units.

Old legal documents.

Instructor(s): Staff Terms Offered: Spring

AKKD 30310. Old Akkadian. 100 Units.

Instructor(s): Maiocchi Terms Offered: Winter

AKKD 30330. Babylonian and Assyrian Commentaries. 100 Units.

This course involves readings in cuneiform commentaries on lexical, literary, medical, astronomical, and omen texts. Special focus will be given to the relationship between commentaries and the lexical tradition, forms of intertextuality, commentaries as text exemplars of particular professions and fields of knowledge, forms of ancient rhetoric and argumentation, and the question of what commentaries reveal about the canonicity of their base texts.

Instructor(s): Wee Terms Offered: Spring

Prerequisite(s): 1 year (= 3 quarters) of Akkadian plus instructor's consent.

Proficiency in Sumerian would be helpful, but not absolutely necessary.

NEAR EASTERN LANGUAGES & CIVILIZATIONS - ANCIENT ANATOLIAN LANGUAGES COURSES

AANL 10101-10102-10103. Elementary Hittite I-II-III.

This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

AANL 10101. Elementary Hittite I. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Autumn

Prerequisite(s): Second Year Standing

Equivalent Course(s): LGLN 24600,LGLN 34600

AANL 10102. Elementary Hittite II. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

Equivalent Course(s): LGLN 24700,LGLN 34700

AANL 10103. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): LGLN 24800,LGLN 34800

AANL 10102-10103. Elementary Hittite II-III.

AANL 10102. Elementary Hittite II. 100 Units.

Instructor(s): T. van den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

Equivalent Course(s): LGLN 24700,LGLN 34700

AANL 10103. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): LGLN 24800,LGLN 34800

AANL 10103. Elementary Hittite III. 100 Units.

Instructor(s): P. Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

Equivalent Course(s): LGLN 24800,LGLN 34800

AANL 20125. Advanced Readings in Hittite. 100 Units.

The focus of this course is the close reading and analysis of selected Hittite texts; specific texts and topics may vary from year to year.

Instructor(s): P. Goedegebuure Terms Offered: Winter

Prerequisite(s): Elementary Hittite

AANL 20301. Hieroglyphic Luwian I. 100 Units.

This course introduces the student to the grammar and writing system of the Hieroglyphic Luwian language of the first millennium B.C. (1000 to 700). Once the grammar is discussed, older and younger texts of that period are read, including the Karatepe Bilingual.

Instructor(s): van den Hout, Theo Terms Offered: Spring

Prerequisite(s): Consent of the instructor

AANL 30800. Methods in Hittitology. 100 Units.

This class offers a general introduction into the discipline of Hittitology from a historical perspective. Topics to be discussed: history of scholarship (both philology and archaeology), focusing on text dating, interpretation of findspots, and major tools in the field.

Instructor(s): van den Hout, Theo Terms Offered: Autumn

Prerequisite(s): Basic knowledge of Hittite and cuneiform

NEAR EASTERN LANGUAGES & CIVILIZATIONS - ARABIC COURSES**ARAB 10101-10102-10103. Elementary Arabic I-II-III.**

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.

ARAB 10101. Elementary Arabic I. 100 Units.

Instructor(s): N.Forster, O. abu-Eledam, M. Eissa, K. Heikkinen Terms Offered: Autumn

Note(s): The class meets for six hours a week

ARAB 10102. Elementary Arabic II. 100 Units.

Instructor(s): N.Forster, O. abu-Eledam, M. Eissa, K. Heikkinen Terms Offered: Winter

Prerequisite(s): ARAB 10101 or equivalent

Note(s): The class meets for six hours a week

ARAB 10103. Elementary Arabic III. 100 Units.

Instructor(s): N.Forster, O. abu-Eledam, M. Eissa, K. Heikkinen Terms Offered: Spring

Prerequisite(s): ARAB 10102 or equivalent

Note(s): The class meets for six hours a week

ARAB 10102. Elementary Arabic II. 100 Units.

Instructor(s): N.Forster, O. abu-Eledam, M. Eissa, K. Heikkinen Terms Offered: Winter

Prerequisite(s): ARAB 10101 or equivalent

Note(s): The class meets for six hours a week

ARAB 10103. Elementary Arabic III. 100 Units.

Instructor(s): N.Forster, O. abu-Eledam, M. Eissa, K. Heikkinen Terms Offered: Spring

Prerequisite(s): ARAB 10102 or equivalent

Note(s): The class meets for six hours a week

ARAB 10250. Colloquial Levantine Arabic. 100 Units.

Spoken Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan and Palestine.

Instructor(s): O. abu-Eledam Terms Offered: Spring

ARAB 20101-20102-20103. Intermediate Arabic I-II-III.

This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.

ARAB 20101. Intermediate Arabic I. 100 Units.

Instructor(s): N. Forster, O. abu-Eledam, K. Heikkinen Terms Offered: Autumn

Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.

Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Winter

Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.

Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Spring

Prerequisite(s): ARAB 20102 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.

Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Winter

Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.

Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Spring

Prerequisite(s): ARAB 20102 or equivalent

ARAB 30201-30202-30203. High Intermediate Modern Standard Arabic I-II-III.

This is a three course sequence in High Intermediate Modern Standard Arabic.

ARAB 30201. High Intermediate Modern Standard Arabic I. 100 Units.

Instructor(s): F. Mustafa Terms Offered: Autumn

Prerequisite(s): ARAB 20103 or equivalent

Note(s): Open to qualified undergraduates with consent of the instructor

ARAB 30202. High Intermediate Modern Standard Arabic II. 100 Units.

Instructor(s): F. Mustafa Terms Offered: Winter

Prerequisite(s): ARAB 30201 or equivalent

ARAB 30203. High Intermediate Modern Standard Arabic III. 100 Units.

Instructor(s): F. Mustafa Terms Offered: Spring

Prerequisite(s): ARAB 30202 or equivalent

ARAB 30202-30203. High Intermediate Modern Standard Arabic II-III.**ARAB 30202. High Intermediate Modern Standard Arabic II. 100 Units.**

Instructor(s): F. Mustafa Terms Offered: Winter

Prerequisite(s): ARAB 30201 or equivalent

ARAB 30203. High Intermediate Modern Standard Arabic III. 100 Units.

Instructor(s): F. Mustafa Terms Offered: Spring

Prerequisite(s): ARAB 30202 or equivalent

ARAB 30203. High Intermediate Modern Standard Arabic III. 100 Units.

Instructor(s): F. Mustafa Terms Offered: Spring

Prerequisite(s): ARAB 30202 or equivalent

ARAB 30301-30302-30303. High Intermediate Classical Arabic I-II-III.

This is a three-segment course offered in three quarters; Autumn, Winter and Spring. The main objective of the complete three segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.

ARAB 30301. High Intermediate Classical Arabic I. 100 Units.

Instructor(s): M. Eissa Terms Offered: Autumn

Prerequisite(s): ARAB 20103 or equivalent

ARAB 30302. High Intermediate Classical Arabic II. 100 Units.

Instructor(s): M. Eissa Terms Offered: Winter

Prerequisite(s): ARAB 30201 or equivalent

ARAB 30303. High Intermediate Classical Arabic III. 100 Units.

Instructor(s): M. Eissa Terms Offered: Spring

Prerequisite(s): ARAB 30302 or equivalent

ARAB 30302-30303. High Intermediate Classical Arabic II-III.

This is a three-segment course offered in three quarters; Autumn, Winter and Spring. The main objective of the complete three segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.

ARAB 30302. High Intermediate Classical Arabic II. 100 Units.

Instructor(s): M. Eissa Terms Offered: Winter

Prerequisite(s): ARAB 30201 or equivalent

ARAB 30303. High Intermediate Classical Arabic III. 100 Units.

Instructor(s): M. Eissa Terms Offered: Spring

Prerequisite(s): ARAB 30302 or equivalent

ARAB 30303. High Intermediate Classical Arabic III. 100 Units.

Instructor(s): M. Eissa Terms Offered: Spring

Prerequisite(s): ARAB 30302 or equivalent

ARAB 30390. Arabic in Social Context. 100 Units.

Designed for the advanced student of MSA, this course aims to improve listening comprehension and instill an awareness of the social associations accompanying different speech/writing styles. Students will intensively listen to audio /video materials clustered around the themes of diglossia and code-switching; gendered discourse; urban-rural; class. A heavily aural course, class activities will involve student presentations (group and solo), discussion groups, and to a lesser degree, textual analysis.

Instructor(s): N. Forster Terms Offered: Autumn

Prerequisite(s): 3 years of Arabic or consent of instructor

Note(s): This course is open to qualified undergraduate students

ARAB 30551. History and Modern Arabic Literature. 100 Units.

The class studies historical novels and the insights historians might gain from contextualizing and analyzing them. The Arab middle classes were exposed to a variety of newspapers and literary and scientific magazines, which they read at home and in societies and clubs, during the late nineteenth century and the early twentieth. Such readers learned much about national identity, gender relations and Islamic reform from historical novels popularized in the local press. Some of these novels were read not only by adults, but also by children, and consequently their ideas reached a very large audience. The novels' writers paid great attention to debates concerning political theory and responded to discourses that were occurring in the public spheres of urban Middle East centers and, concurrently, appropriated and discussed themes debated among Orientalists and Western writers. The class will explore these debates as well as the connections between the novel and other genres in classical Arabic literature which modern novels hybridized and parodied. It will survey some of the major works in the field, including historical novels by Gurji Zaydan, Farah Antun, Nikola Haddad, and Nagib Mahfuz.

Instructor(s): O. Bashkin Terms Offered: Spring

Prerequisite(s): Reading knowledge of Arabic (namely three years of Arabic at least) is required; students are expected to read the novels as part of their homework assignment.

Note(s): Open to qualified undergraduates

NEAR EASTERN LANGUAGES & CIVILIZATIONS - ARAMAIC COURSES

ARAM 10401. Elementary Syriac I. 100 Units.

The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar

Instructor(s): S. Creason Terms Offered: Autumn

Prerequisite(s): Second-year standing

ARAM 10402. Elementary Syriac II. 100 Units.

The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): ARAM 10401

ARAM 10403. Elementary Syriac III. 100 Units.

The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): ARAM 10402

NEAR EASTERN LANGUAGES & CIVILIZATIONS - ARMENIAN COURSES

ARME 10101-10102-10103. Elementary Modern Armenian I-II-III.

This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

ARME 10101. Elementary Modern Armenian I. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Equivalent Course(s): EEUR 21100,LGLN 10101

ARME 10102. Elementary Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

Equivalent Course(s): EEUR 21200,LGLN 10102

ARME 10103. Elementary Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

Equivalent Course(s): EEUR 21300,LGLN 10103

ARME 10102. Elementary Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

Equivalent Course(s): EEUR 21200,LGLN 10102

ARME 10103. Elementary Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

Equivalent Course(s): EEUR 21300,LGLN 10103

ARME 20101-20102-20103. Intermediate Modern Armenian I-II-III.

The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

ARME 20101. Intermediate Modern Armenian I. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Prerequisite(s): ARME 10103

Equivalent Course(s): LGLN 20101

ARME 20102. Intermediate Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 20101

Equivalent Course(s): LGLN 20102

ARME 20103. Intermediate Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 20102

Equivalent Course(s): LGLN 20103

ARME 20102. Intermediate Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 20101

Equivalent Course(s): LGLN 20102

ARME 20103. Intermediate Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 20102

Equivalent Course(s): LGLN 20103

NEAR EASTERN LANGUAGES & CIVILIZATIONS - EGYPTIAN COURSES

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.

This course examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.

Instructor(s): R. Ritner Terms Offered: Autumn

Prerequisite(s): Second-year standing

Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.

Instructor(s): R. Ritner Terms Offered: Winter

Prerequisite(s): EGPT 10101 or consent of the instructor

Equivalent Course(s): ANCM 30501

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.

Instructor(s): R. Ritner Terms Offered: Winter

Prerequisite(s): EGPT 10101 or consent of the instructor

Equivalent Course(s): ANCM 30501

EGPT 10103. Middle Egyptian Texts I. 100 Units.

This course features readings in a variety of genres, including historical, literary, and scientific texts.

Instructor(s): STAFF Terms Offered: Spring

Prerequisite(s): EGPT 10101-10102 or consent of the instructor

Equivalent Course(s): ANCM 30502

EGPT 10201. Introduction to Coptic. 100 Units.

This course introduces the last native language of Egypt, which was in common use during the late Roman, Byzantine, and early Islamic periods (fourth to tenth centuries CE). Grammar and vocabulary of the standard Sahidic dialect are presented in preparation for reading biblical, monastic, and Gnostic literature, as well as a variety of historical and social documents.

Instructor(s): J. Johnson Terms Offered: Autumn

Prerequisite(s): Second-year standing required; knowledge of earlier Egyptian language phases or Classical Greek or Koine Greek helpful but not required

Equivalent Course(s): HCHR 30601

EGPT 10202. Coptic Texts. 100 Units.

This course builds on the basics of grammar learned in EGPT 10201 and provides readings in a variety of Coptic texts (e.g., monastic texts, biblical excerpts, tales, Gnostic literature).

Instructor(s): B. Muhs Terms Offered: Winter

Prerequisite(s): EGPT 10201

Equivalent Course(s): HCHR 30602

EGPT 20101. Middle Egyptian Texts II. 100 Units.

This course features readings in a variety of genres, including historical, literary, and scientific texts.

Instructor(s): B. Muhs Terms Offered: Autumn

Prerequisite(s): EGPT 10101-10102-10103 or consent of the instructor

EGPT 20102. Introduction to Hieratic. 100 Units.

This course introduces the cursive literary and administrative script of Middle Egyptian (corresponding to the Middle Kingdom period in Egypt) and is intended to provide familiarity with a variety of texts written in hieratic (e.g., literary tales, religious compositions, wisdom literature, letters, accounts, graffiti).

Instructor(s): B. Muhs Terms Offered: Winter

Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20110. Introduction to Old Egyptian. 100 Units.

This course examines the hieroglyphic writing and grammar of the Old Kingdom (Egypt's "Pyramid Age"), focusing on monumental readings from private tombs, royal and private stelae, administrative decrees, economic documents, and Pyramid texts. Some attention is given to Old Egyptian texts written in cursive Hieratic.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20210. Introduction to Late Egyptian. 100 Units.

This course is a comprehensive examination of the grammar, vocabulary, and orthographic styles of the nonliterary vernacular of New Kingdom Egypt (Dynasties XVII to XXIV), as exhibited by administrative and business documents, private letters, and official monuments. We also study the hybrid "literary Late Egyptian" used for tales and other compositions. Texts from the various genres are read and analyzed in EGPT 20211.

Instructor(s): R. Ritner Terms Offered: Spring

Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20211. Late Egyptian Texts. 100 Units.

Building on the basics of grammar, vocabulary, and orthographic styles learned in EGPT 20210, this course focuses on the reading and analysis of Late Egyptian texts from the various genres.

Instructor(s): R. Ritner Terms Offered: Autumn

Prerequisite(s): EGPT 20210

Equivalent Course(s): ANCM 34200

EGPT 30120. Introduction to Demotic. 100 Units.

This course provides a basic introduction to the grammar, vocabulary, and orthographic styles of the administrative and literary stage of the Egyptian language and script used in the Late Period (into the Roman Empire).

Instructor(s): R. Ritner Terms Offered: Winter

Prerequisite(s): EGPT 10201 and/or EGPT 20210

Equivalent Course(s): ANCM 32100

EGPT 30121. Demotic Texts. 100 Units.

Building on the basic grammar, vocabulary, and orthographic styles learned in EGPT 30120, this course focuses on the reading and analysis of various Demotic texts.

Instructor(s): R. Ritner Terms Offered: Spring

Prerequisite(s): EGPT 30120 or Consent of the Instructor

NEAR EASTERN LANGUAGES & CIVILIZATIONS - HEBREW COURSES

HEBR 10101-10102-10103. Elementary Classical Hebrew I-II-III.

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

HEBR 10101. Elementary Classical Hebrew I. 100 Units.

Instructor(s): S. Creason Terms Offered: Autumn

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22000

HEBR 10102. Elementary Classical Hebrew II. 100 Units.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22200

HEBR 10102. Elementary Classical Hebrew II. 100 Units.

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22200

HEBR 10501-10502-10503. Introductory Modern Hebrew I-II-III.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

HEBR 10501. Introductory Modern Hebrew I. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Autumn

Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Spring

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): JWSC 25200

HEBR 10502. Introductory Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Spring

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): JWSC 25200

HEBR 20001. Hebrew Letters and Inscriptions. 100 Units.

This course involves reading and analysis of the inscriptional material from Palestine written during the first millennium BC (including texts from Transjordan).

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent

Note(s): This course is offered in alternate years.

HEBR 20002. Phoenician Inscriptions. 100 Units.

This course involves reading and analysis of the inscriptions, primarily on stone and primarily from the Phoenician homeland, that belong to the early and middle first millennium BC.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20001

Note(s): This course is offered in alternate years.

HEBR 20003. Punic Inscriptions. 100 Units.

This course is a continuation of HEBR 20002. Texts resulting from the Phoenician expansion into the Western Mediterranean (primarily North Africa) are studied.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20002

Note(s): This course is offered in alternate years.

HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III.

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent

Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): JWSC 22500

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): JWSC 22500

HEBR 20301-20302. Tannaitic Hebrew Texts I-II.

This course consists of readings in the Mishnah and Tosefta, the main corpus of legal and juridical texts assembled by the Palestinian academic masters during the second and early third centuries. Goals are to introduce: (1) views and opinions of early rabbinic scholars who flourished in the period immediately following that of the writers of the Dead Sea Scrolls; (2) aspects of the material culture of the Palestinian Jews during that same period; and (3) grammar and vocabulary of what is generally called "early rabbinic Hebrew" and thereby to facilitate the ability to read and understand unvocalized Hebrew texts.

HEBR 20301. Tannaitic Hebrew Texts I. 100 Units.

Instructor(s): N. Golb Terms Offered: Autumn

Prerequisite(s): Some basic knowledge of biblical and/or modern Hebrew, and consent of instructor

Equivalent Course(s): JWSC 22201

HEBR 20302. Tannaitic Hebrew Texts II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): HEBR 20301 and consent of instructor

Equivalent Course(s): JWSC 22302

HEBR 20302. Tannaitic Hebrew Texts II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): HEBR 20301 and consent of instructor

Equivalent Course(s): JWSC 22302

HEBR 20501-20502-20503. Intermediate Modern Hebrew I-II-III.

The main objective of this course is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and nonfiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

HEBR 20501. Intermediate Modern Hebrew I. 100 Units.

Instructor(s): A. Finkelstien Terms Offered: Autumn

Prerequisite(s): HEBR 10503 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25300

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 20501 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Spring

Prerequisite(s): HEBR 20502 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25500

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Winter

Prerequisite(s): HEBR 20501 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.

Instructor(s): A. Finkelstein Terms Offered: Spring

Prerequisite(s): HEBR 20502 or equivalent

Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25500

HEBR 30501-30502-30503. Advanced Modern Hebrew I-II-III.

This course assumes that students have full mastery of the grammatical and lexical content at the intermediate level. However, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. Students are introduced to sophisticated and more complex syntactic constructions, and instructed how to transform simple sentences into more complicated ones. The exercises address the creative effort on the part of the student, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.

HEBR 30501. Advanced Modern Hebrew I. 100 Units.

Instructor(s): STAFF Terms Offered: Autumn

Prerequisite(s): HEBR 20503 or equivalent

HEBR 30502. Advanced Modern Hebrew II. 100 Units.

Instructor(s): STAFF Terms Offered: Winter

Prerequisite(s): HEBR 30501 or consent of instructor

HEBR 30503. Advanced Modern Hebrew III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

Prerequisite(s): HEBR 30502 or consent of instructor

HEBR 30502. Advanced Modern Hebrew II. 100 Units.

Instructor(s): STAFF Terms Offered: Winter

Prerequisite(s): HEBR 30501 or consent of instructor

HEBR 30503. Advanced Modern Hebrew III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

Prerequisite(s): HEBR 30502 or consent of instructor

NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN ART AND ARCHAEOLOGY COURSES

NEAA 10630. Islamic Art and Architecture, 1100 to 1500. 100 Units.

This course surveys the art and architecture of the Islamic world from 1100 to 1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The course of the various principalities competed not only in politics but also in the patronage of architectural projects and of arts (e.g., textiles, ceramics, woodwork, arts of the book). While focusing on the central Islamic lands, we consider regional traditions from Spain to India and the importance for the arts of contacts with China and the West.

Instructor(s): P. Berlekamp Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 16709

NEAA 17205. Islamic Gardens in Landscape and Image. 100 Units.

Garden imagery is ubiquitous in the art and architecture of the Islamic world from the eighth century to the eighteenth, and from Spain to India. The poetic trope whereby a visually pleasing object or site is compared to the garden of paradise is equally ubiquitous. But does this imply any historical consistency in the significance of garden imagery, of actual gardens, or of the poetic trope? In this class we explore this question by examining both garden imagery and actual gardens from many different times and places in the Islamic world. How do their visual forms and cultural significance shift according to specific historical circumstances?

Instructor(s): P. Berlekamp Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ARTH 17205

NEAA 20035. Zooarchaeology. 100 Units.

This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, aging, and sexing animal bones; (2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies).

Instructor(s): G. Stein Terms Offered: Winter

Prerequisite(s): Introductory course in archaeology

Equivalent Course(s): NEAA 30035

NEAA 20061-20062. Ancient Landscapes I-II.

The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This class provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

NEAA 20061. Ancient Landscapes I. 100 Units.

Instructor(s): S. Branting Terms Offered: Autumn

Equivalent Course(s): ANTH 26710, GEOG 25400

NEAA 20062. Ancient Landscapes II. 100 Units.

Instructor(s): S. Branting Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): ANTH 26711, GEOG 25800

NEAA 20062. Ancient Landscapes II. 100 Units.

Instructor(s): S. Branting Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): ANTH 26711, GEOG 25800

NEAA 20123. Mesopotamian Archaeology III. 100 Units.

Instructor(s): M. Gibson Terms Offered: Autumn

Prerequisite(s): NEAA 20122 or Consent of the Instructor

NEAA 20124. Mesopotamian Archaeology IV. 100 Units.

Instructor(s): M. Gibson Terms Offered: Winter

Prerequisite(s): NEAA 20123

NEAA 20521. Archaeology of Coptic and Islamic Egypt. 100 Units.

This course is an exploration of the continuities of Egyptian culture after the Ptolemaic period down to modern times, a span of over 2000 years. Our emphasis is on the archaeology of Coptic and Islamic Egypt. The focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of archaeology that contributes to an understanding of Pharaonic culture and fills the gap between ancient and modern Egypt.

Instructor(s): D. Whitcomb Terms Offered: Spring

Prerequisite(s): Introductory course in archaeology

NEAA 20533. Problems in Islamic Archaeology: Regional Studies. 100 Units.

This seminar will consider the development of Islamic Archaeology in various aspects revealed in a new publication. This is *The Archaeology of the Early Islamic Settlement in Palestine* by Jodi Magness (Winona Lake IN Eisenbrauns, 2003).

This volume began with concerns raised in Magness' dissertation, particularly misperceptions in the transition from Late Antiquity to Early Islam and the utilization of archaeological evidence for this problem. The specific region is southern Palestine and the Negev, where a critical mass of archaeological evidence is now available; the broader patterns of historical archaeology are implicit in research on this material.

Instructor(s): D. Whitcomb Terms Offered: Spring

Note(s): This sequence does NOT meet the general education requirements in civilization studies.

NEAA 20801. Art, Architecture, and Identity in the Ottoman Empire. 100 Units.

Though they did not compose a “multi-cultural society” in the modern sense, the ruling elite and subjects of the vast Ottoman Empire came from a wide variety of regional, ethnic, linguistic, and religious backgrounds. The dynamics of the Empire’s internal cultural diversity, as well as of its external relations with contemporary courts in Iran, Italy, and elsewhere, were continuously negotiated and renegotiated in its art and architecture. This course examines classical Ottoman architecture, arts of the book, ceramics, and textiles. Particular attention is paid to the urban transformation of Byzantine Constantinople into Ottoman Istanbul after 1453, and to the political, technical, and economic factors leading to the formation of a distinctively Ottoman visual idiom disseminated through multiple media in the sixteenth century.

Instructor(s): P. Berlekamp Terms Offered: Winter

Equivalent Course(s): ARTH 23400, ARTH 33400, NEAA 30801

NEAA 29700. Reading and Research Course: Near Eastern Art and Archaeology. 100 Units.

Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty adviser and counselor for undergraduate studies

NEAA 30035. Zooarchaeology. 100 Units.

This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, aging, and sexing animal bones; (2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies).

Instructor(s): G. Stein Terms Offered: Winter

Prerequisite(s): Introductory course in archaeology

Equivalent Course(s): NEAA 20035

NEAA 30131. Problems in Mesopotamian Archaeology. 100 Units.

Instructor(s): M. Gibson Terms Offered: Autumn

Prerequisite(s): At least Intro to Mesopotamian Archeology AND Consent of Instructor.

Note(s): Open to qualified undergraduate students.

NEAA 30801. Art, Architecture, and Identity in the Ottoman Empire. 100 Units.

Though they did not compose a “multi-cultural society” in the modern sense, the ruling elite and subjects of the vast Ottoman Empire came from a wide variety of regional, ethnic, linguistic, and religious backgrounds. The dynamics of the Empire’s internal cultural diversity, as well as of its external relations with contemporary courts in Iran, Italy, and elsewhere, were continuously negotiated and renegotiated in its art and architecture. This course examines classical Ottoman architecture, arts of the book, ceramics, and textiles. Particular attention is paid to the urban transformation of Byzantine Constantinople into Ottoman Istanbul after 1453, and to the political, technical, and economic factors leading to the formation of a distinctively Ottoman visual idiom disseminated through multiple media in the sixteenth century.

Instructor(s): P. Berlekamp Terms Offered: Winter

Equivalent Course(s): ARTH 23400, ARTH 33400, NEAA 20801

NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN HISTORY AND CIVILIZATION COURSES

NEHC 10101. Introduction to the Middle East. 100 Units.

Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region’s rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.

Instructor(s): F. Donner Terms Offered: Spring

Equivalent Course(s): HIST 15801

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.**NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.**

This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.

Terms Offered: Autumn

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.

This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.

Instructor(s): Johnson, Ritner, Muhs Terms Offered: Winter

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.

This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.

Instructor(s): P. Goedegebuure Terms Offered: Spring

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.

This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.

Instructor(s): Johnson, Ritner, Muhs Terms Offered: Winter

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.

This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.

Instructor(s): P. Goedegebuure Terms Offered: Spring

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.

Instructor(s): C. Woods Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies

NEHC 20006. Ancient Near Eastern Thought and Literature III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies

NEHC 20005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies

NEHC 20006. Ancient Near Eastern Thought and Literature III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies

NEHC 20011-20012-20013. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered.

NEHC 20011. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700,HIST 15602

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.

Instructor(s): H. Karateke 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): CLCV 25800,HIST 15603

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): CLCV 25900,HIST 15604

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.

Instructor(s): H. Karateke 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): CLCV 25800,HIST 15603

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Instructor(s): N. Moeller Terms Offered: Spring

Equivalent Course(s): CLCV 25900,HIST 15604

NEHC 20025. Introduction to Islamic Law. 100 Units.

This course introduces students to the structure and central concepts of Islamic law, and explores its implementation in practice through its long history. The course pursues two parallel strands of inquiry. One weekly class meeting is dedicated to a close reading and discussion of primary legal texts in translation. In the second meeting, we trace the historical role of Islamic law in Muslim societies, beginning with the emergence of localized normative traditions and ending with a consideration of the nature of Islamic law in the modern globalized world. All readings in English.

Instructor(s): A. El Shamsy Terms Offered: Autumn

Equivalent Course(s): ISLM 30025, LAWS 80212, RLST 20801

NEHC 20401-20402-20403. Jewish History and Society I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

NEHC 20401. Jewish History and Society I: Ancient Jerusalem. 100 Units.

Instructor(s): S. Chavel Terms Offered: Autumn

Equivalent Course(s): JWSC 20001, CRES 20001, HIST 22113, NEHC 30401, RLST 20604, BIBL 31400

NEHC 20402. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmis” and “People of the Book” and investigate how their meaning changed in various historical contexts.

Instructor(s): O. Bashkin Terms Offered: Winter

Equivalent Course(s): JWSC 20002, CRES 20002, HIST 22406, NEHC 30402

NEHC 20403. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yeziarska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 30403

NEHC 20402. Jewish History and Society II: Jews in the Modern World. 100 Units.

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Instructor(s): O. Bashkin Terms Offered: Winter

Equivalent Course(s): JWSC 20002, CRES 20002, HIST 22406, NEHC 30402

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Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 30403

NEHC 20404-20405-20406. Jewish Thought and Literature I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

NEHC 20404. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.

Instructor(s): J. Stackert Terms Offered: Autumn

NEHC 20405. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 30405, JWSC 20005

NEHC 20406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.

The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.

Instructor(s): N. Rokem Terms Offered: Spring

NEHC 20405-20406. Jewish Thought and Literature II-III.

NEHC 20405. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 30405, JWSC 20005

NEHC 20406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.

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Instructor(s): N. Rokem Terms Offered: Spring

NEHC 20411-20412-20413. Medieval Jewish History I-II-III.

This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20411. Medieval Jewish History I. 100 Units.

Instructor(s): N. Golb Terms Offered: Autumn

Equivalent Course(s): JWSC 23000

NEHC 20412. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): NEHC 20411

Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): HUMA 23200, JWSC 23200

NEHC 20412-20413. Medieval Jewish History II-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20412. Medieval Jewish History II. 100 Units.

Instructor(s): N. Golb Terms Offered: Winter

Prerequisite(s): NEHC 20411

Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): HUMA 23200,JWSC 23200

NEHC 20413. Medieval Jewish History III. 100 Units.

Instructor(s): N. Golb Terms Offered: Spring

Prerequisite(s): NEHC 20412

Equivalent Course(s): HUMA 23200,JWSC 23200

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): F. Donner Terms Offered: Autumn

Prerequisite(s): Not open to first-year students

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): HIST 25704,HIST 35704,ISLM 30500,RLST 20501

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 25804,HIST 35804,ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

Instructor(s): J. Woods Terms Offered: Winter

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 25804, HIST 35804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20507. Byzantine Empire, 1025 to 1453. 100 Units.

Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*; D. M. Nicol, *Last Centuries of Byzantium*; the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a 10-page paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): HIST 21703, ANCM 36700, HIST 31703

NEHC 20510. Byzantine Military History. 100 Units.

Interpretation of major issues of institutional, operational, and strategic history between the fourth and fourteenth centuries. Readings include selections from Byzantine military manuals and historians, as well as recent historical assessments. Among topics are debates on the theme system and numbers. Final examination and short paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): ANCM 34606, NEHC 30510, HIST 32002, HIST 22002

NEHC 20568. Balkan Folklore. 100 Units.

This course is an overview of Balkan folklore from ethnographic, anthropological, historical/political, and performative perspectives. We become acquainted with folk tales, lyric and epic songs, music, and dance. The work of Milman Parry and Albert Lord, who developed their theory of oral composition through work among epic singers in the Balkans, helps us understand folk tradition as a dynamic process. We also consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition first hand through our visit to the classes and rehearsals of the Chicago-based ensemble "Balkanske igre."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 26800, CMLT 23301, CMLT 33301, NEHC 30568, SOSL 36800

NEHC 20573. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23401, CMLT 33401, NEHC 30573, SOSL 27300, SOSL 37300

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.

Instructor(s): T. Qutbuddin Terms Offered: Autumn

Equivalent Course(s): RLST 20401, SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): RLST 20403,SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): RLST 20403, SOSC 22200

NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of pre-modern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

Instructor(s): J. Woods Terms Offered: Spring

Equivalent Course(s): NEHC 30605, HIST 36005, HIST 26005

NEHC 20645. History of the Fatimid Caliphate. 100 Units.

Instructor(s): P. Walker Terms Offered: Spring

Equivalent Course(s): NEHC 30645, HIST 24401, HIST 34401

NEHC 20766. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required

Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.

Equivalent Course(s): ANTH 25906, EUR 20766, EUR 30766

NEHC 20885. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): SOSL 27200, CMLT 23201, CMLT 33201, NEHC 30885, SOSL 37200

NEHC 29500. Introduction to the History and Culture of Armenia. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

NEHC 29700. Reading and Research Course. 100 Units.

Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.

Prerequisite(s): Consent of faculty adviser and counselor for undergraduate studies

NEHC 29800. BA Paper Seminar. 100 Units.

Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and writing the BA paper.

Instructor(s): A.El-Shamsy Terms Offered: Autumn

Prerequisite(s): Consent of instructor and counselor for undergraduate studies

NEHC 29999. BA Paper Preparation. 100 Units.

Students are required to submit the College Reading and Research Course Form. In consultation with a faculty research adviser and with consent of the counselor for undergraduate studies, students devote the equivalent of a one-quarter course to the preparation of the BA paper.

Instructor(s): A. El-Shamsy Terms Offered: Winter

Prerequisite(s): Consent of instructor and counselor for undergraduate studies

NEHC 30401-30402-30403. Jewish History and Society I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

NEHC 30401. Jewish History and Society I: Ancient Jerusalem. 100 Units.

Instructor(s): S. Chavel Terms Offered: Autumn

Equivalent Course(s): JWSC 20001, CRES 20001, HIST 22113, NEHC 20401, RLST 20604, BIBL 31400

NEHC 30402. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmis” and “People of the Book” and investigate how their meaning changed in various historical contexts.

Instructor(s): O. Bashkin Terms Offered: Winter

Equivalent Course(s): JWSC 20002, CRES 20002, HIST 22406, NEHC 20402

NEHC 30403. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 20403

NEHC 30402-30403. Jewish History and Society II-III.

NEHC 30402. Jewish History and Society II: Jews in the Modern World. 100 Units.

Jews in Arab Lands. The history of Jews in Arab lands was typically told as either as a model of a harmonious coexistence, or, conversely, as a tale of perpetual persecution. Our class will try to read beyond these modes of analysis, by looking into particular contexts and the unique historical circumstances of a variety of Jewish communities whose members lived under Muslim rule. The class will explore the ways in which Jewish culture—namely, theology, grammar, philosophy, and literature—thrived, and was transformed, in the medieval and early modern periods, as a result of its fruitful interactions with Muslim and Arab cultures. Likewise we will study how liberal and communist Jews struggled to attain equal rights in their communities, and their understanding of various concepts of citizenship. Finally, the class will study the problems faced by Jews from Muslim lands as they immigrated to Israel in the 1950s. The class will discuss such concepts as “Sephardim,” “Mizrahim,” and “Arab-Jews,” as well as “Dhimmis” and “People of the Book” and investigate how their meaning changed in various historical contexts.

Instructor(s): O. Bashkin Terms Offered: Winter

Equivalent Course(s): JWSC 20002, CRES 20002, HIST 22406, NEHC 20402

NEHC 30403. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 20403

NEHC 30403. Jewish History and Society III: Narratives of Assimilation. 100 Units.

This course offers a survey of the manifold artistic strategies of (self-)representations of Jewish writers from East Central Europe from the perspective of assimilation, its trials, successes, and failures. During this course, we will inquire how the condition called assimilation and its attendants—secularization, acculturation, trans-nationalism, etc.—have been explored by Mary Antin, Anzia Yezierska, Adolf Rudnicki, Eva Hoffman, and others. Students will be acquainted with problems of cultural alienation and linguistic isolation, hybrid identity, and cultural transmission in conjunction with theoretical approaches by Zygmunt Bauman, Benjamin Harshav, Ryszard Nycz. All texts will be read in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): JWSC 20003,HIST 22202,NEHC 20403

NEHC 30404-30405-30406. Jewish Thought and Literature I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

NEHC 30404. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.

Instructor(s): J. Stackert Terms Offered: Autumn

NEHC 30405. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 20405,JWSC 20005

NEHC 30406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.

The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.

Instructor(s): N. Rokem Terms Offered: Spring

NEHC 30405-30406. Jewish Thought and Literature II-III.**NEHC 30405. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.**

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn quarter

Instructor(s): D. Schloen Terms Offered: Winter

Equivalent Course(s): NEHC 20405, JWSC 20005

NEHC 30406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.

The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.

Instructor(s): N. Rokem Terms Offered: Spring

NEHC 30406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.

The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.

Instructor(s): N. Rokem Terms Offered: Spring

NEHC 30510. Byzantine Military History. 100 Units.

Interpretation of major issues of institutional, operational, and strategic history between the fourth and fourteenth centuries. Readings include selections from Byzantine military manuals and historians, as well as recent historical assessments. Among topics are debates on the theme system and numbers. Final examination and short paper.

Instructor(s): W. Kaegi Terms Offered: Autumn

Equivalent Course(s): ANCM 34606, NEHC 20510, HIST 32002, HIST 22002

NEHC 30568. Balkan Folklore. 100 Units.

This course is an overview of Balkan folklore from ethnographic, anthropological, historical/political, and performative perspectives. We become acquainted with folk tales, lyric and epic songs, music, and dance. The work of Milman Parry and Albert Lord, who developed their theory of oral composition through work among epic singers in the Balkans, helps us understand folk tradition as a dynamic process. We also consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition first hand through our visit to the classes and rehearsals of the Chicago-based ensemble "Balkanske igre."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 26800, CMLT 23301, CMLT 33301, NEHC 20568, SOSL 36800

NEHC 30573. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 27300, CMLT 23401, CMLT 33401, NEHC 20573, SOSL 37300

NEHC 30605. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of pre-modern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

Instructor(s): J. Woods Terms Offered: Spring

Equivalent Course(s): NEHC 20605, HIST 36005, HIST 26005

NEHC 30645. History of the Fatimid Caliphate. 100 Units.

Instructor(s): P. Walker Terms Offered: Spring

Equivalent Course(s): HIST 24401, HIST 34401, NEHC 20645

NEHC 30852-30853. Seminar: Ottoman World/Suleyman I-II.

This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity--after the conquest of Constantinople in 1453--that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era.

Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its "classical" form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.

NEHC 30852. Seminar: Ottoman World/Suleyman I. 100 Units.

Instructor(s): C. Fleischer Terms Offered: Autumn

Prerequisite(s): Upper level undergrads with consent only; reading knowledge of at least 1 European Language recommended

Equivalent Course(s): HIST 78201

NEHC 30853. Seminar: Ottoman World/Suleyman II. 100 Units.

Instructor(s): C. Fleischer Terms Offered: Winter

Prerequisite(s): NEHC 30852

Equivalent Course(s): HIST 78202

NEHC 30853. Seminar: Ottoman World/Suleyman II. 100 Units.

Instructor(s): C. Fleischer Terms Offered: Winter

Prerequisite(s): NEHC 30852

Equivalent Course(s): HIST 78202

NEHC 30885. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): SOSL 27200,CMLT 23201,CMLT 33201,NEHC 20885,SOSL 37200

NEHC 30891-30892. Seminar: Introduction to the Ottoman Press I-II.

This is a 2-quarter research seminar. Part 1 may be taken independently. Course introduces students to the historical context and specific characteristics of the mass printed press (newspapers, cultural and political journals, etc.) in the Ottoman Empire in the 19th C. We will investigate issues such as content, censorship, production, readership and distribution through secondary reading and the examination of period publications.

NEHC 30891. Seminar: Introduction to the Ottoman Press I. 100 Units.

Instructor(s): A. Shissler Terms Offered: Winter

Prerequisite(s): Knowledge of a relevant research language, (Ottoman Turkish, Armenian, Greek, Arabic, Ladino, French...) required.

Note(s): Open to undergraduates by permission.

NEHC 30892. Seminar: Introduction to the Ottoman Press II. 100 Units.

Instructor(s): A. Shissler Terms Offered: Spring

Prerequisite(s): NEHC 30891. Knowledge of a relevant research language, (Ottoman Turkish, Armenian, Greek, Arabic, Ladino, French...) required.

Note(s): Open to undergraduates by permission.

NEHC 30892. Seminar: Introduction to the Ottoman Press II. 100 Units.

Instructor(s): A. Shissler Terms Offered: Spring

Prerequisite(s): NEHC 30891. Knowledge of a relevant research language, (Ottoman Turkish, Armenian, Greek, Arabic, Ladino, French...) required.

Note(s): Open to undergraduates by permission.

NEHC 39850. Islamic Classics and the Printing Press. 100 Units.

This course examines the movement of editing and printing classical Islamic texts that swept across the Muslim world in the early 20th century and established what we now consider the classical canon of Islamic thought. By reading editors' introductions, biographies, and newspaper and journal articles, we investigate who the editors were, why they chose to edit specific texts, and what they perceived as the goals of their work. Through an analysis of the agendas pursued by different groups of editors, we explore early modern debates among Muslim scholars regarding reform, revival, Orientalism, and the classical Islamic heritage.

Instructor(s): A. El-Shamsy Terms Offered: Autumn

Prerequisite(s): 2 years of Arabic or the equivalent

NEHC 39860. Reason and Revelation in Islamic Thought. 100 Units.

This course engages with medieval Muslim discussions regarding the relationship between the universal human faculty of reason and the revealed information provided by prophets. What is the precise nature of each of these potential sources of knowledge? How do they relate to one another? What if they disagree? Primary texts read in class include works of theology, legal theory, and philosophy by authors such as al-Khattabi (d. 998), Ibn Sina (d. 1037), al-Ghazali (d. 1111), Ibn Rushd (d. 1198), Ibn al-Nafis (d. 1288), and Ibn Taymiyya (d. 1328).

Instructor(s): A. El-Shamsy Terms Offered: Spring

Prerequisite(s): 3 years of Arabic or the equivalent

NEHC 40583. Ottoman Diplomats and Paleography. 100 Units.

NEHC 40583 Readings in a variety of document types from the fifteenth and sixteenth centuries.

Instructor(s): C. Fleischer Terms Offered: Spring

Prerequisite(s): Two years of modern Turkish and one year of Ottoman Turkish, or equivalent.

Equivalent Course(s): HIST 58300

NEHC 48601. Readings in Indo-Persian Literature II. 100 Units.

Instructor(s): M. Alam, T. d'Hubert

Equivalent Course(s): SALC 48601

NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN LANGUAGES COURSES

NELG 20301. Introduction to Comparative Semitics. 100 Units.

This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.

Instructor(s): R. Hasselbach Terms Offered: Autumn

Prerequisite(s): One year of a Semitic language or introduction to historical linguistics

Equivalent Course(s): LGLN 37900

NELG 20901. Advanced Seminar: Comparative Semitic Linguistics. 100 Units.

This course is an advanced seminar in Comparative Semitics that critically discusses important secondary literature and linguistic methodologies concerning topics in the field, including topics in phonology, morphology, syntax, etc.

Instructor(s): R. Hasselbach Terms Offered: Winter

Prerequisite(s): Introduction to Comparative Semitics. Undergraduates require consent of instructor.

NELG 30325. Introduction to Old South Arabian. 100 Units.

This course is an introduction to the languages of the inscriptional material found in western South Arabia, today's Yemen. The inscriptions date from roughly the 8th century BCE to the 6th century CE and are written in four closely related languages, Sabaic, Minaic, Qatabanic, and Hadramitic. In this class we will read material from all major periods and languages of attestation.

Instructor(s): R. Hasselbach Terms Offered: Autumn

NEAR EASTERN LANGUAGES & CIVILIZATIONS - PERSIAN COURSES

PERS 10101-10102-10103. Elementary Persian I-II-III.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Toward the end of this sequence, students are able to read, write, and speak Persian at an elementary level. Introducing the Iranian culture is also a goal.

PERS 10101. Elementary Persian I. 100 Units.

Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Autumn

Note(s): The class meets for three hours a week with the instructor and for two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 10102. Elementary Persian II. 100 Units.

Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Winter

Prerequisite(s): PERS 10101

Note(s): The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation

PERS 10103. Elementary Persian III. 100 Units.

Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Spring

Prerequisite(s): PERS 10102

Note(s): The class meets for three hours a week with the instructor and for two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 10102. Elementary Persian II. 100 Units.

Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Winter

Prerequisite(s): PERS 10101

Note(s): The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation

PERS 10103. Elementary Persian III. 100 Units.

Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Spring

Prerequisite(s): PERS 10102

Note(s): The class meets for three hours a week with the instructor and for two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 20101-20102-20103. Intermediate Persian I-II-III.

This sequence deepens and expands students' knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.

PERS 20101. Intermediate Persian I. 100 Units.

Instructor(s): S. Ghahremani Terms Offered: Autumn

Prerequisite(s): PERS 10103 or consent of instructor

Note(s): The class meets for three hours a week with the instructor; with enough interested students, the class meets for an additional two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 20102. Intermediate Persian II. 100 Units.

Instructor(s): S. Ghahremani Terms Offered: Winter

Prerequisite(s): PERS 20101 or consent of the instructor

Note(s): The class meets for three hours a week with the instructor; with enough interested students, the class meets for an additional two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 20103. Intermediate Persian III. 100 Units.

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): PERS 20202 or consent of the instructor

Note(s): Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

PERS 20102. Intermediate Persian II. 100 Units.

Instructor(s): S. Ghahremani Terms Offered: Winter

Prerequisite(s): PERS 20101 or consent of the instructor

Note(s): The class meets for three hours a week with the instructor; with enough interested students, the class meets for an additional two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 20103. Intermediate Persian III. 100 Units.

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): PERS 20202 or consent of the instructor

Note(s): Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

PERS 30220. Poetics/Politics of Modern Iran. 100 Units.

This course is intended for those students who have learned Persian well enough to start enjoying Persian poetry in the original language. Starting from the Constitutional Revolution of 1906, each session a new poem (if not more) by a new poet will be discussed against the socio-political background of the time. The poets will include some women poets also, and the poems range in form, style and subject matter from traditional to modern, from satirical to prison poems and issues of human/women's rights. The students are expected to prepare for each session, participate actively in discussions, be ready for short presentations based on the assigned secondary literature, and write an essay. Primary texts are read and recited in Persian; secondary readings, discussions, and papers are in English.

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): Knowledge of Persian and consent of instructor

PERS 30327. Sa'di and His Imitators. 100 Units.

Instructor(s): F. Lewis Terms Offered: Winter

NEAR EASTERN LANGUAGES & CIVILIZATIONS - SUMERIAN COURSES

SUMR 10103. Elementary Sumerian III. 100 Units.

Instructor(s): C. Woods Terms Offered: Autumn

Prerequisite(s): SUMR 10102

NEAR EASTERN LANGUAGES & CIVILIZATIONS - TURKISH COURSES

TURK 10101-10102-10103. Elementary Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

TURK 10101. Elementary Turkish I. 100 Units.

Instructor(s): K. Arik Terms Offered: Autumn

Note(s): The class meets for five hours a week

Equivalent Course(s): LGLN 18711

TURK 10102. Elementary Turkish II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

Equivalent Course(s): LGLN 18712

TURK 10103. Elementary Turkish III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

Equivalent Course(s): LGLN 18713

TURK 10102. Elementary Turkish II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

Equivalent Course(s): LGLN 18712

TURK 10103. Elementary Turkish III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

Equivalent Course(s): LGLN 18713

TURK 10105-10106-10107. Introduction to Old Turkic I-II-III.

An introductory course in the written language of the Orkhon Inscriptions, dating back to the fifth-to-eighth-century Kök Türk State of Central Eurasia, and of related inscriptions from the Yenisei River area, Mongolia, Central Asia, and Eastern Europe. The language of the inscriptions is considered to be the ancestor of the majority of Turkic languages spoken today and uses a distinctive alphabet sometimes known as the Old Turkic Runiform Alphabet. The course covers a brief historic overview, basic grammar, reading selections from the inscriptions in the original and in translation, and familiarization with the alphabet itself.

TURK 10105. Introduction to Old Turkic I. 100 Units.

Instructor(s): K. Arik Terms Offered: Autumn

Prerequisite(s): One year of a Turkic language or the equivalent, and/or consent of the instructor

TURK 10106. Introduction to Old Turkic II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10105

Equivalent Course(s): LING 18712

TURK 10107. Introduction to Old Turkic III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10106

Equivalent Course(s): LING 18713

TURK 10106. Introduction to Old Turkic II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10105

Equivalent Course(s): LING 18712

TURK 10107. Introduction to Old Turkic III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10106

Equivalent Course(s): LING 18713

TURK 20101-20102-20103. Intermediate Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

TURK 20101. Intermediate Turkish I. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Autumn

Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Winter

Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Spring

Prerequisite(s): TURK 20102

TURK 20102. Intermediate Turkish II. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Winter

Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Spring

Prerequisite(s): TURK 20102

TURK 30101-30102-30103. Advanced Turkish I-II-III.

The objectives of the course are to develop advanced language skills in Modern Turkish through reading, writing, listening, and speaking, with special emphasis on the proper usage of vocabulary and idiomatic expressions, and to continue the study of Turkish literature and texts begun in the second year. This course is conducted entirely in Turkish. The course is designed to bring the advanced student to a professional level of proficiency. Students are expected to produce advanced level writing in Turkish.

TURK 30101. Advanced Turkish I. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): TURK 20103 or Consent

TURK 30102. Advanced Turkish II. 100 Units.

Instructor(s): H. Anetshofer Terms Offered: Winter

Prerequisite(s): TURK 30101

TURK 30103. Advanced Turkish III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): TURK 30102

TURK 30102. Advanced Turkish II. 100 Units.

Instructor(s): H. Anetshofer Terms Offered: Winter

Prerequisite(s): TURK 30101

TURK 30103. Advanced Turkish III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): TURK 30102

TURK 30111-30112. Readings in Advanced Turkish I-II.

Gaining and improving advanced language skills in Modern Turkish through reading, writing, listening, and speaking with special emphasis on the proper usage of vocabulary and idiomatic expressions. This course is conducted in Turkish.

Every meeting consists of three parts. In the first hour we work on our conversation skills: We either talk about general subjects or debate a topic for which the students prepared in advance. In the second hour we work on a text which was translated as homework. We watch sections of a Turkish film in the third hour. I distribute a script of the part we are going to watch with blanks and the students fill in the blanks while watching the film.

TURK 30111. Readings in Advanced Turkish I. 100 Units.

Instructor(s): STAFF Terms Offered: Autumn

Prerequisite(s): TURK 20103 or equivalent

Note(s): Open to Undergraduates with Consent of Instructor

TURK 30112. Readings in Advanced Turkish II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 30111 or equivalent.

Note(s): Open to Undergraduates with Consent of Instructor

TURK 30112. Readings in Advanced Turkish II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 30111 or equivalent.

Note(s): Open to Undergraduates with Consent of Instructor

TURK 40586. Advanced Ottoman Readings I. 100 Units.

Instructor(s): H. Karateke Terms Offered: Winter

Prerequisite(s): TURK 30503 or equivalent

Note(s): Open to qualified undergraduate students

NEAR EASTERN LANGUAGES & CIVILIZATIONS - UZBEK COURSES

UZBK 10101-10102-10103. Elementary Modern Literary Uzbek I-II-III.

This sequence enables students to reach an intermediate level of proficiency in speaking, reading, and writing modern literary Uzbek, the most widely spoken Turkic language after Turkish. Students learn both the recently implemented Latin script and the older Cyrillic script versions of the written language and view audio-video materials in Uzbek on a weekly basis.

UZBK 10101. Elementary Modern Literary Uzbek I. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Autumn

Note(s): This class meets five days a week.

UZBK 10102. Elementary Modern Literary Uzbek II. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Winter

Prerequisite(s): UZBK 10101

Note(s): This class meets five days a week.

UZBK 10103. Elementary Modern Literary Uzbek III. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Spring

Prerequisite(s): UZBK 10102

Note(s): This class meets five days a week.

UZBK 10102. Elementary Modern Literary Uzbek II. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Winter

Prerequisite(s): UZBK 10101

Note(s): This class meets five days a week.

UZBK 10103. Elementary Modern Literary Uzbek III. 100 Units.

Instructor(s): H. Anetshofer-Karateke Terms Offered: Spring

Prerequisite(s): UZBK 10102

Note(s): This class meets five days a week.

UZBK 20101-20102-20103. Intermediate Modern Literary Uzbek I-II-III.

This sequence enables students to reach an advanced level of proficiency in modern literary Uzbek. The curriculum includes a selection of Uzbek literature and excerpts from the written media, as well as audiovisual materials from Uzbekistan.

UZBK 20101. Intermediate Modern Literary Uzbek I. 100 Units.

Instructor(s): K. Arik Terms Offered: Autumn

Prerequisite(s): UZBK 10103 or proficiency examination

UZBK 20102. Intermediate Modern Literary Uzbek II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): UZBK 20101

UZBK 20103. Intermediate Modern Literary Uzbek III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): UZBK 20102

UZBK 20102. Intermediate Modern Literary Uzbek II. 100 Units.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): UZBK 20101

UZBK 20103. Intermediate Modern Literary Uzbek III. 100 Units.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): UZBK 20102



NEW COLLEGIATE DIVISION

The New Collegiate Division offers a variety of interdisciplinary courses in addition to those particularly related to specific programs of study. One of the purposes of the division is to provide a forum for new ideas in teaching; certainly only one such forum among many in the College and the University, but for some teachers, and for some subjects cutting across familiar academic lines, the most convenient one. These courses are as a rule open to all students. Indeed, they usually aspire to attract students with different interests and backgrounds.

NEW COLLEGIATE DIVISION - DIVISIONAL COURSES COURSES

NCDV 27300. Is Development Sustainable? 100 Units.

This discussion course grapples with the "big problem" of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.

Instructor(s): L. Mets, Staff Terms Offered: Will be offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): Background in environmental issues not required

Equivalent Course(s): BPRO 23400, HIPS 23400, PBPL 24400, ENST 24400

NCDV 29700. Reading Course. 100 Units.

This course is designed for New Collegiate Division students whose program requirements are best met by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for a quality grade.

NCDV 29800. Reading Course. 100 Units.

Students in divisions other than the New Collegiate Division may arrange a tutorial with a member of the New Collegiate Division faculty. Registration for this course and information about the tutorial arrangement must be reported to the office of the New Collegiate Division master.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and New Collegiate Division master. Students are required to submit the College Reading and Research Course Form.

Note(s): Available for either quality grades or for P/F grading.

NCDV 29900. Independent Study. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to New Collegiate Division students with consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for P/F grading.



PHILOSOPHY

Philosophy Undergraduate Wiki

<https://coral.uchicago.edu:8443/display/phildir/Philosophy+Undergraduate+Wiki>

Email Lists

All majors and minors in philosophy should immediately subscribe to two Department of Philosophy email lists: philugs@lists.uchicago.edu and philosophy@lists.uchicago.edu. These lists are the department's primary means of disseminating information on the undergraduate program, deadlines, prizes, fellowships, and events. Information on how to subscribe can be found here: <https://coral.uchicago.edu:8443/display/phildir/Philosophy+Email+Lists>.

PROGRAM OF STUDY

Philosophy covers a wide range of historical periods and fields. The BA program in philosophy is intended to acquaint students with some of the classic texts of the discipline and with the different areas of inquiry, as well as to train students in rigorous methods of argument. In addition to the standard major, the department offers two tracks. The intensive track option is for qualified students interested in small group discussions of major philosophical problems and texts. The option in philosophy and allied fields is designed for students who wish to pursue an interdisciplinary program involving philosophy and some other field. All three options are described in the next section.

The course offerings described include both 20000-level courses (normally restricted to College students) and 30000-level courses (open to graduate students and advanced College students). There is room for a good deal of flexibility in individual planning of programs. Most of the requirements allow some choice among options. Course prerequisites may be relaxed with the consent of the instructor, and College students may take 40000- and 50000-level courses (normally restricted to graduate students) under special circumstances. Students should work out their program under the guidance of the director of undergraduate studies.

Students in other fields of study may also complete a minor in Philosophy. Information follows the description of the major.

PROGRAM REQUIREMENTS

THE STANDARD MAJOR

The following basic requirements for the standard major in philosophy are intended to constitute a core philosophy curriculum and to provide some structure within an extremely varied collection of course offerings that changes from year to year.

The Department of Philosophy offers a three-quarter sequence in the history of philosophy (PHIL 25000 History of Philosophy I: Ancient Philosophy, PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy, and PHIL 27000 History of Philosophy III: Kant and the 19th Century), which begins in the first quarter with ancient Greek philosophy and ends in the third quarter with

nineteenth-century philosophy. Students are required to take two courses from this sequence (any two are acceptable) and are encouraged to take all three. Students are also encouraged to take these courses early in their program because they make an appropriate introduction to more advanced courses.

Students may bypass PHIL 20100 Elementary Logic for a more advanced course if they can demonstrate to the instructor that they are qualified to begin at a higher level.

Standard majors are welcome to apply to write senior essays. For more information, please see The Senior Essay (below).

Distribution

At least two courses in one of the following two fields and at least one course in the other field: (A) practical philosophy and (B) theoretical philosophy.

Courses that may be counted toward these requirements are indicated in the course descriptions by boldface letters in parentheses. Other courses may not be used to meet field distribution requirements.

Summary of Requirements: Standard Major

Two of the following:	200
PHIL 25000 History of Philosophy I: Ancient Philosophy	
PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000 History of Philosophy III: Kant and the 19th Century	
PHIL 20100 Elementary Logic (or approved alternative course in logic)	100
One of the following:	300
One from field A and two from field B	
Two from field A and one from field B	
Four additional courses in philosophy *	400
<hr/> Total Units	<hr/> 1000

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges. Only one of these courses may be satisfied by participation in the BA essay workshop.

THE INTENSIVE TRACK

Admission to the intensive track requires an application, which must be submitted by the middle of the Spring Quarter in the student's second year. Applications are available from the departmental office. (Students interested in the intensive track should consult with the director of undergraduate studies before submitting an application. The departmental website lists the office hours of the director of undergraduate studies.)

The intensive track is designed to acquaint students with the problems and methods of philosophy in more depth than is possible for students in the standard major. It differs from the standard program mainly by offering the opportunity to

meet in the following very small discussion groups: the intensive track seminar in the Autumn Quarter of the third or fourth year (PHIL 29601 Intensive Track Seminar), PHIL 29200 Junior Tutorial, and PHIL 29300 Senior Tutorial.

Note on the pacing and scheduling of the intensive track: Intensive track majors take PHIL 29601 Intensive Track Seminar in Autumn Quarter of their third year. Students fulfill the tutorial requirement by selecting one junior tutorial (PHIL 29200) in any quarter of their third year and one senior tutorial (PHIL 29300) in any quarter of their fourth year. Finally, intensive track students must write a senior essay. The essay process includes participation in the Senior Seminar over the three quarters of their fourth year; students must register for PHIL 29901 Senior Seminar I and PHIL 29902 Senior Seminar II in two of these three quarters.

Summary of Requirements: Intensive Track

Two of the following:		200
PHIL 25000	History of Philosophy I: Ancient Philosophy	
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	
PHIL 20100	Elementary Logic (or approved alternative course in logic)	100
One of the following:		300
One from field A and two from field B		
Two from field A and one from field B		
PHIL 29200	Junior Tutorial	100
PHIL 29300	Senior Tutorial	100
PHIL 29601	Intensive Track Seminar	100
PHIL 29901 & PHIL 29902	Senior Seminar I and Senior Seminar II	200
Two additional courses in philosophy *		200
<hr/>		
Total Units		1300

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges.

PHILOSOPHY AND ALLIED FIELDS

This variant of the major is intended for students who wish to create a coherent interdisciplinary program involving philosophy and some other field of study. Examples of recent programs devised by students electing this track are philosophy and mathematics, philosophy and biology, and philosophy and economics. Students in this program must meet the first three of the basic requirements for the standard major (a total of six courses) and take six additional courses that together constitute a coherent program; at least one of these six additional courses must be in the Department of Philosophy. *Students must receive approval for the specific courses they choose to be used as the allied fields courses. Admission to philosophy and allied fields requires an application to the director of undergraduate studies, which should be*

made by the middle of Spring Quarter of their second year. To apply, students must submit a sample program of courses as well as a statement explaining the nature of the interdisciplinary area of study and the purpose of the proposed allied fields program. Applicants must also have the agreement of a member of the Department of Philosophy to serve as their sponsor in the program. Interested students should consult with the director of undergraduate studies before applying; for office hours, visit the departmental website.

Summary of Requirements: Philosophy and Allied Fields

Two of the following:	200
PHIL 25000 History of Philosophy I: Ancient Philosophy	
PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000 History of Philosophy III: Kant and the 19th Century	
PHIL 20100 Elementary Logic (or approved alternative course in logic)	100
One of the following:	300
One from field A and two from field B	
Two from field A and one from field B	
Six additional courses, at least one of which must be in the Department of Philosophy *	600
<hr/> Total Units	<hr/> 1200

* Only one of these courses may be satisfied by participation in the BA essay workshop.

The Senior Essay

Students who have been admitted to the intensive track are required to write a senior essay. By the middle of Spring Quarter of their third year, they must submit for approval a proposal for their senior essay on a form that is available in the departmental office. The proposal should be formulated in consultation with a faculty adviser who has expertise in the topic area. Potential advisers can be approached directly, but the director of undergraduate studies can help pair students with suitable advisers as needed.

Students who are not in the intensive track (i.e., are in the standard major or the allied fields major) but wish to write a senior essay should submit a proposal in consultation with a potential adviser by the middle of Spring Quarter of their third year. However, the availability of a suitable adviser is not guaranteed. Along with their completed proposals, non-intensive-track students must submit a record of their grades in the College; they must have a GPA of 3.25 in the major in order to write an essay.

In their fourth year, students writing BA essays must participate in the senior seminar. The seminar runs all three quarters, and though attendance during all three is required, participants will only register for two of the three quarters. Students should register for PHIL 29901 Senior Seminar I in Autumn (or Winter) Quarter and for PHIL 29902 Senior Seminar II in Winter (or Spring) Quarter. These two courses

are among the requirements for the intensive track. For essay writers who are in the standard track or the allied fields track, both courses must be taken; however, only one will be counted toward the track's total-units requirement.

GRADING

All courses for all tracks must be taken for a quality grade.

HONORS

The main requirement for honors is a senior essay of distinction. A GPA in the major of 3.25 or higher typically also is required.

TRANSFER STUDENTS

Requirements for students transferring to the University of Chicago are the same as for other students. Up to (but typically no more than) three courses from another institution may be counted toward major requirements. All such courses must be approved by the director of undergraduate studies.

ADVISING

Students should contact the director of undergraduate studies with questions concerning program plans, honors, and so forth.

MINOR PROGRAM IN PHILOSOPHY

The minor program in philosophy provides a basic introduction to some central figures and themes in both the history of philosophy and in current philosophical controversies. The minor requires six courses: students must take: either two courses from the history of philosophy sequence and one course from field A or field B, along with three additional courses in philosophy; or one course from the history of philosophy sequence and one course from each of fields A and B, along with three additional courses in philosophy.

No courses in the minor can be double counted with the student's major(s) or with other minors; nor can they be counted toward general education requirements. They must be taken for quality grades.

Students who elect the minor program should meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The approval of the director of undergraduate studies for the minor should be submitted to the student's College adviser, on a form obtained from the College adviser, no later than the end of the student's third year.

Samples follow of two groups of courses that would comprise a minor:

Sample 1

Two of the following:

200

PHIL 25000	History of Philosophy I: Ancient Philosophy
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy
PHIL 27000	History of Philosophy III: Kant and the 19th Century

One from either field A or field B	100
Three additional courses in philosophy	300
Total Units	600
Sample 2	
One of the following:	100
PHIL 25000 History of Philosophy I: Ancient Philosophy	
PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000 History of Philosophy III: Kant and the 19th Century	
One from field A	100
One from field B	100
Three additional courses in philosophy	300
Total Units	600

PHILOSOPHY COURSES

PHIL 20000. Introduction to Philosophy of Science. 100 Units.

An introductory exploration of some of the central questions in the philosophy of science. These will include: What is (the definition of) a science—such that the natural, formal, and social sciences all count as sciences, but (for example) philosophy and literary criticism do not? How, in the natural sciences, do theory-building and observation relate to each other? Can some of the sciences be reduced to other sciences? (What is reduction of this kind supposed to involve?) What is evidence? What are the old and new problems of induction? What is a scientific (or indeed any other form of) explanation? What is a law of nature? Do the sciences make real progress? (B)

Instructor(s): B. Callard Terms Offered: Winter

PHIL 20100. Elementary Logic. 100 Units.

An introduction to the techniques of modern symbolic logic. The focus will be on the syntax and semantics of classical propositional and first-order quantificational logic. The course will introduce methods for determining whether a given argument is valid or invalid. We will discuss how statements and arguments of ordinary discourse can be represented within the formal language of propositional and quantificational logic. There will also be discussion of some important meta-theorems for these logical systems. (B) (II)

Instructor(s): M. Malink Terms Offered: Autumn

Note(s): Course not for field credit.

Equivalent Course(s): CHSS 33500, HIPS 20700, PHIL 30000

PHIL 20120. Wittgenstein's "Philosophical Investigations" 100 Units.

A close reading of *Philosophical Investigations*. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy.

Supplementary readings will be drawn from *Remarks on the Foundations of Mathematics* and other later writings. (B) (III)

Instructor(s): J. Bridges Terms Offered: Spring

Prerequisite(s): At least one previous course in the Philosophy Department required; Philosophical Perspectives does not qualify.

Equivalent Course(s): PHIL 30120, FNDL 20120

PHIL 20208. Film Aesthetics. 100 Units.

The course will investigate some of the fundamental philosophical issues that come up in connection with the aesthetics, ontology, and criticism of movies—questions such as: What sort of aesthetic medium is a movie? How does it relate to the broader aesthetic category of film? How does this medium resemble and differ from that of the photograph? What role in a proper understanding of the medium of the movie should be assigned to the fact that it has a photographic basis? What is the relation between high and low art in this case and how does it differ from that which characterizes the other arts? Do movies have authors? What role does genre play in the appreciation and understanding of movies? And what is a film genre? What sorts of problems of interpretation and criticism are unique to this medium? We will pay special attention to the conditions and modes of visual presentation that make it possible for viewers of fictional motion pictures to become absorbed in what we experience as a fictional narrative world. This will involve exploring questions such as the following: What is the difference between an objective and a subjective camera shot? How is a subjective camera shot attached to or associated with the point of view of someone in the world of a movie? What is an objective camera shot? Is it, as some say, a point of view on the world of a movie that is not one's point of view—a view from nowhere? What could that mean? Is it possible to construct a fictional narrative movie world entirely out of subjective camera shots? What is a point of view (and how, if at all, does it differ from a perspective)? What is a subjective (as opposed to an objective) point of view? Is the concept of an objective point of view a contradiction in terms? We will view a number of films that will help to illustrate and sharpen our discussion of the difficulties attending these issues. Some attention will be given to exploring the similarities and differences between the presentation of a fictional narrative world in film and in some of the other visual and dramatic arts, most notably painting and theater. Readings will be from Andre Bazin, Leo Braudy, Stanley Cavell, Denis Diderot, Michael Fried, Jean Mitry, Daniel Morgan, Thomas Nagel, Erwin Panofsky, Victor Perkins, Karel Reisz, Bernard Williams, and George Wilson, among others.

Instructor(s): J. Conant Terms Offered: Spring

PHIL 20506. Philosophy of History: Narrative and Explanation. 100 Units.

This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (B) (II)

Instructor(s): R. Richards Terms Offered: Autumn

Equivalent Course(s): HIST 35110, PHIL 30506, CHSS 35110, HIST 25110

PHIL 20610. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine."

Instructor(s): R. Richards Terms Offered: Winter

Note(s): German is not required, but helpful.

Equivalent Course(s): HIPS 26701, CHSS 31202, PHIL 30610, GRMN 25304, GRMN 35304, FNDL 23511, HIST 25304

PHIL 21000. Introduction to Ethics. 100 Units.

In this course, we will read, write, think, and talk about moral philosophy, focusing on two classic texts, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*. We will work through both texts carefully and have a look at influential criticisms of utilitarianism and of Kant's ethics in the concluding weeks of the term. This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)

Instructor(s): A. Ford Terms Offered: Spring

Equivalent Course(s): HIPS 21000

PHIL 21009. Aesthetics. 100 Units.

This course introduces problems in the philosophy of art with both traditional and contemporary texts. Topics include the definition of art, representation, expression, metaphor, and taste. (A)

Instructor(s): T. Cohen Terms Offered: Autumn

Prerequisite(s): Consent of instructor

PHIL 21210. Philosophy and Literature. 100 Units.

This course is a reading of works by a variety of contemporary authors who deal with the question of whether, and how, fiction and philosophy are related to one another. (A)

Instructor(s): T. Cohen Terms Offered: Autumn

Equivalent Course(s): PHIL 31210

PHIL 21225. Critique of Humanism. 100 Units.

This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique—accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry.

Instructor(s): C. Vogler Terms Offered: Spring

Equivalent Course(s): ENGL 12002, ENGL 34407, PHIL 31225

PHIL 21300. Tutorial. 100 Units.

Instructor(s): Staff Terms Offered: Winter, Spring

PHIL 21301. Moral Theory. 100 Units.

Why be moral? Is there any principled distinction between matters of fact and matters of value? What is the character of obligation? What is a virtue? In this course we will read, think, and write about twentieth-century Anglo–North American philosophical attempts to give a systematic account of morality. (A)

Instructor(s): C. Vogler Terms Offered: Winter

PHIL 21425. Karl Marx's Theory of History. 100 Units.

This course will investigate the theory of human history developed by Marx and Engels—Historical Materialism, as it came to be known. Though we will primarily focus on texts by Marx and Engels, we will begin by considering some of Hegel's writing on history, and we will end by looking at different attempts to explain, apply, and develop the theory within the Marxian tradition.

Instructor(s): A. Ford Terms Offered: Spring

Equivalent Course(s): PHIL 31425, FNDL 21504

PHIL 21511. Forms of Philosophical Skepticism. 100 Units.

The aim of the course will be to consider some of the most influential treatments of skepticism in the post-war analytic philosophical tradition—in relation both to the broader history of philosophy and to current tendencies in contemporary analytic philosophy. The first part of the course will begin by distinguishing two broad varieties of skepticism—Cartesian and Kantian—and their evolution over the past two centuries (students without any prior familiarity with both Descartes and Kant will be at a significant disadvantage here), and will go on to isolate and explore some of the most significant variants of each of these varieties in recent analytic philosophy. The second part of the course will involve a close look at recent influential analytic treatments of skepticism. It will also involve a brief look at various versions of contextualism with regard to epistemological claims. We will carefully read and critically evaluate writings on skepticism by the following authors: J. L. Austin, Robert Brandom, Stanley Cavell, Thompson Clarke, Saul Kripke, C. I. Lewis, John McDowell, H. H. Price, Hilary Putnam, Barry Stroud, Charles Travis, Michael Williams, and Ludwig Wittgenstein.

Instructor(s): J. Conant Terms Offered: Winter

Prerequisite(s): This will be an advanced lecture course open to graduate students and undergraduates with a prior background in analytic philosophy.

Equivalent Course(s): PHIL 31511

PHIL 21600. Introduction to Political Philosophy. 100 Units.

In this course we will first investigate what it is for a society to be just. Among the questions we will consider in this portion are the following: In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? Authors to be discussed here include John Rawls, Robert Nozick, and G. A. Cohen. In the second portion of the course we will consider one pressing injustice in society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Autumn

Equivalent Course(s): GNSE 21601, PLSC 22600, LLSO 22612

PHIL 21700. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (V) (I)

Instructor(s): B. Laurence Terms Offered: Autumn

Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

PHIL 22820. Philosophy and Public Education. 100 Units.

This course will critically survey the various ways in which philosophy curricula are developed and used in different educational contexts and for different age groups. Considerable attention will be devoted to the growing movement in the U.S. for public educational programs in precollegiate philosophy.

Instructor(s): R. Schultz Terms Offered: Spring

Equivalent Course(s): PLSC 22825

PHIL 23305. History of Aesthetics. 100 Units.

Readings from Plato, Aristotle, Hume, Kant, Nietzsche, and Collingwood among others. (A) (II)

Instructor(s): T. Cohen Terms Offered: Winter

Equivalent Course(s): PHIL 33305

PHIL 23410. Heidegger's "Being and Time" 100 Units.

(B) (III)

Instructor(s): R. Pippin Terms Offered: Spring

Equivalent Course(s): PHIL 33410, FNDL 27903

PHIL 23502. Introduction to the Philosophy of Mind. 100 Units.

Among the principal tasks of philosophy is to understand the position of our minds and our mental activities within the increasingly detailed account of the world that the physical and biological sciences provide. We will survey and critically examine the developments of this philosophical program in the twentieth century. Special emphasis will be given to the nature of consciousness and of mental content. (B)

Instructor(s): C. Frey Terms Offered: Spring

PHIL 24800. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed. (A)

Instructor(s): A. Davidson Terms Offered: Autumn

Note(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): CMLT 25001, FNDL 22001, GNSE 23100, HIPS 24300

PHIL 25000. History of Philosophy I: Ancient Philosophy. 100 Units.

An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): G. Lear Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in humanities

Equivalent Course(s): CLCV 22700

PHIL 25100. Intensive History of Philosophy, Part I: Plato. 100 Units.

This course, together with Intensive History of Philosophy, Part II: Aristotle (PHIL 26200), substitutes for and fulfills the history of philosophy requirement for the Autumn Quarter (i.e., students can take these **two** courses instead of taking History of Philosophy I [PHIL 25000]). Students must take these two courses as a two-quarter sequence.

Instructor(s): A. Callard Terms Offered: Autumn

PHIL 25110. Maimonides and Hume on Religion. 100 Units.

This course will study in alternation chapters from Maimonides' *Guide of the Perplexed* and David Hume's *Dialogues* concerning Natural Religion, two major philosophical works whose literary forms are at least as important as their contents. Topics will include human knowledge of the existence and nature of God, anthropomorphism and idolatry, religious language, and the problem of evil. Time permitting, we shall also read other short works by these two authors on related themes. (II)

Instructor(s): J. Stern Terms Offered: Autumn

Equivalent Course(s): JWSC 26100, RLST 25110, HIJD 35200

PHIL 25112. Philosophy, Talmudic Culture, and Religious Experience: Soloveitchik. 100 Units.

Joseph Soloveitchik was one of the most important philosophers of religion of the twentieth century. Firmly rooted in the tradition of Biblical and Talmudic texts and culture, Soloveitchik elaborated a phenomenology of Jewish self-consciousness and religious experience that has significant implications for the philosophy of religion more generally. This course will consist of a study of some of his major books and essays. Topics to be covered may include the nature of Halakhic man and Soloveitchik's philosophical anthropology, the problem of faith in the modern world, questions of suffering, finitude, and human emotions, the nature of prayer, the idea of cleaving to God. Soloveitchik will be studied both from within the Jewish tradition and in the context of the classical questions of the philosophy of religion. Some previous familiarity with his thought is recommended. (I)

Instructor(s): A. Davidson Terms Offered: Winter

Equivalent Course(s): DVPR 35112,HIJD 35112,PHIL 35112,RLST 25112

PHIL 25402. Freud and Philosophy. 100 Units.

This course will introduce students to the basic ideas of psychoanalysis—the unconscious, transference, fantasy, acting out, repetition—in the context of the traditional philosophical questions of what it is to be a human being and what the good life is for humans. Extensive reading from Freud as well as selections from Plato, Aristotle, Sartre, and others.

Instructor(s): J. Lear Terms Offered: Autumn

Prerequisite(s): This course is intended for undergraduate majors in Philosophy and Fundamentals, and graduate students in Philosophy and Social Thought. All others require consent of instructor.

Equivalent Course(s): PHIL 35402

PHIL 25403. Psychoanalysis and Feminism: Freud, Lacan, Klein, Winnicott, and Their Feminist Interlocutors. 100 Units.

What can psychoanalysis teach us about human psychological development in general and human sexual development in particular? Can the development of both men and women be captured in one general psychoanalytic framework or are two different explanatory schemes required? How has psychoanalysis evolved since Freud in the way it accounts for femininity, women's psychological development, and the role of the mother in her child's development? In this course, we will examine leading psychoanalytic accounts of human development, as well as feminist critiques and applications of these accounts. In the first part of the course, we will study some of Sigmund Freud's classical texts which deal with sexual development, while discussing the relations between repressed ideas, bodily symptoms, and the talking cure, as well as the seduction hypothesis, infantile sexuality, and the Oedipal Complex. We will also consider some of Freud's late writings about female sexuality and femininity, as well as early critiques by Karl Abraham, Karen Horney, and Helen Deutsch regarding Freud's views on feminine development. In the second part of the course, we will discuss Jacques Lacan's psychoanalytic account of human development, focusing on his characterization of both pre-Oedipal development and the Oedipal Complex. We will then examine three leading French feminist accounts: Simone de Beauvoir's attempt to reconcile femininity and agency, Luce Irigaray's critique of Freud and Lacan and her own account of feminine subjectivity, and Julia Kristeva's use of the semiotic and her alternative account of the pre-Oedipal period. In the third part of the course, we will examine key psychoanalytic ideas from the object relations theories of Melanie Klein and Donald Winnicott, while paying close attention to their emphasis on the mother's role in child development. We will then study Nancy Chodorow's incorporation of object relations into feminist theory in her well-known book *The Reproduction of Mothering*, as well as more recent applications of Kleinian and Winnicottian ideas to feminist theory.

Instructor(s): N. Ben Moshe Terms Offered: Spring

Equivalent Course(s): GNSE 27202

PHIL 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.

A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume. (A)

Instructor(s): A. Schechtman Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended

Equivalent Course(s): HIPS 26000

PHIL 26200. Intensive History of Philosophy, Part II: Aristotle. 100 Units.

This course, together with Intensive History of Philosophy, Part I: Plato (PHIL 25100), substitutes for and fulfills the history of philosophy requirement for the Autumn Quarter (i.e., students can take these **two** courses instead of taking History of Philosophy I [PHIL 25000]). Students must take these two courses as a two-quarter sequence.

Instructor(s): A. Callard Terms Offered: Winter

PHIL 27000. History of Philosophy III: Kant and the 19th Century. 100 Units.

This course attempts to provide a broad survey of German philosophy from the time of Kant into the nineteenth century. Topics include Kant's transcendental idealism, Herder's philosophy of language, Romantic theories of interpretation and translation, Hegel's project in the "Phenomenology of Spirit," Marx's theory of ideology and critique of religion, and Nietzsche's critiques of religion and traditional morality. The course consists mainly of lectures, but discussion is also encouraged.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in humanities

PHIL 27500. Kant's "Critique of Pure Reason" 100 Units.

This course will be devoted to an intensive study of selected portions of Kant's *Critique of Pure Reason*. The focus of the course will be on the *Transcendental Analytic* and especially the *Transcendental Deduction*. We will begin, however, with a brief tour of some of the central claims of the *Transcendental Aesthetic*. Some effort will be made to situate these portions of the first half of the *Critique* with respect to the later portions of the book, viz. the *Transcendental Dialectic* and the *Doctrine of Method*. Although the focus of the course will be on Kant's text, some consideration will be given to some of the available competing interpretations of the book. The primary commentators whose work will thus figure briefly in the course in this regard are Lucy Allais, Henry Allison, Stephen Engstrom, Johannes Haag, Robert Hanna, Martin Heidegger, Dieter Henrich, John McDowell, Charles Parsons, Sebastian Roedel, Wilfrid Sellars, Peter Strawson, and Manley Thompson. Our interest in these commentators in this course will always only be as a useful foil for understanding Kant's text. No separate systematic study will be attempted of the work of any of these commentators. Of particular interest to us will be topics like Kant's criticisms of traditional empiricism, the distinction between sensibility and understanding, and his account of the relation between intuitions and concepts.

The aim of the course is both to use certain central texts of recent Kant commentary and contemporary analytic Kantian philosophy to illuminate some of the central aspirations of Kant's theoretical philosophy and to use certain central Kantian texts in which those aspirations were first pursued to illuminate some recent developments in epistemology and the philosophy of mind. (B) (V)

Instructor(s): J. Conant Terms Offered: Winter

Equivalent Course(s): PHIL 37500

PHIL 29100. Reading Course: Philosophy. 100 Units.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form

PHIL 29200. Junior Tutorial. 100 Units.**PHIL 29300. Senior Tutorial. 100 Units.****PHIL 29400. Intermediate Logic. 100 Units.**

In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström's theorem. (B) (II)

Instructor(s): A. Vasudevan Terms Offered: Winter

Equivalent Course(s): PHIL 39400, CHSS 33600, HIPS 20500

PHIL 29406. Algebraic Logic and Its Critics: The History of Logic from Leibniz to Frege. 100 Units.

The study of logic in the second half of the 19th century was dominated by an algebraic approach to the subject. This tradition, as exemplified in George Boole's *Laws of Thought*, aimed to develop a calculus of deductive reasoning based on the standard algebraic techniques employed in mathematics. In this course, we will trace the historical development of the algebraic tradition in logic, beginning with the early attempts of Leibniz to formulate a calculus ratiocinator. We will consider the various systems of algebraic logic developed in the 19th century in the works of De Morgan, Boole, Jevons, Peirce, and Schroder, and conclude by examining Frege's critique of Boole's system in relation to Frege's own *Begriffsschrift*. (B) (II, V)

Instructor(s): M. Malink, A. Vasudevan Terms Offered: Spring

Equivalent Course(s): PHIL 39406

PHIL 29601. Intensive Track Seminar. 100 Units.

"That's all well and good in practice . . . but how does it work in theory?" runs a joke made popular on the UChicago campus by student T-shirts. The joke presupposes a distinction between theoretical and practical knowledge—a distinction enshrined in philosophical orthodoxy since the publication of Gilbert Ryle's *Knowing How and Knowing That* (1945). In the 21st century, however, some philosophers have questioned this orthodoxy, beginning with T. Williamson and J. Stanley's *Knowing How* (2001). This course will introduce intensive majors to a lively debate in contemporary philosophy, beginning with a careful reading of Ryle's classic texts, then turning to Stanley and Williamson's arguments that knowing how can be reduced to a form of propositional knowledge, the responses that these arguments have engendered, and ending with selections from Stanley's extended response in his recent book *Know How* (2011).

Instructor(s): M. Kremer Terms Offered: Autumn

Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading Course: Philosophy. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

PHIL 29901. Senior Seminar I. 100 Units.

Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.

Instructor(s): Kevin Davey, Staff Terms Offered: Autumn, Winter

Prerequisite(s): Consent of director of undergraduate studies

Note(s): Required of fourth-year students who are writing a senior essay.

PHIL 29902. Senior Seminar II. 100 Units.

Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.

Instructor(s): Staff Terms Offered: Winter, Spring

Prerequisite(s): Consent of director of undergraduate studies

Note(s): Required of fourth-year students who are writing a senior essay.

PHIL 30000. Elementary Logic. 100 Units.

An introduction to the techniques of modern symbolic logic. The focus will be on the syntax and semantics of classical propositional and first-order quantificational logic. The course will introduce methods for determining whether a given argument is valid or invalid. We will discuss how statements and arguments of ordinary discourse can be represented within the formal language of propositional and quantificational logic. There will also be discussion of some important meta-theorems for these logical systems. (B) (II)

Instructor(s): M. Malink Terms Offered: Autumn

Note(s): Course not for field credit.

Equivalent Course(s): PHIL 20100, CHSS 33500, HIPS 20700

PHIL 30120. Wittgenstein's "Philosophical Investigations" 100 Units.

A close reading of *Philosophical Investigations*. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy.

Supplementary readings will be drawn from *Remarks on the Foundations of Mathematics* and other later writings. (B) (III)

Instructor(s): J. Bridges Terms Offered: Spring

Prerequisite(s): At least one previous course in the Philosophy Department required; Philosophical Perspectives does not qualify.

Equivalent Course(s): FNDL 20120, PHIL 20120

PHIL 30506. Philosophy of History: Narrative and Explanation. 100 Units.

This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (B) (II)

Instructor(s): R. Richards Terms Offered: Autumn

Equivalent Course(s): HIST 35110, PHIL 20506, CHSS 35110, HIST 25110

PHIL 30610. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine."

Instructor(s): R. Richards Terms Offered: Winter

Note(s): German is not required, but helpful.

Equivalent Course(s): HIPS 26701, CHSS 31202, PHIL 20610, GRMN 25304, GRMN 35304, FNDL 23511, HIST 25304

PHIL 31111. Rawls. 100 Units.

This course will study John Rawls's two great works of political philosophy, *A Theory of Justice* and *Political Liberalism*, trying to understand their argument as well as possible. We will also read other related writings of Rawls and some of the best critical literature. Assessment will take the form of an eight-hour take-home final exam, except for those who gain permission to choose the paper option, who will write a 20-to-25-page paper.

Instructor(s): M. Nussbaum Terms Offered: Winter

PHIL 31210. Philosophy and Literature. 100 Units.

This course is a reading of works by a variety of contemporary authors who deal with the question of whether, and how, fiction and philosophy are related to one another. (A)

Instructor(s): T. Cohen Terms Offered: Autumn

Equivalent Course(s): PHIL 21210

PHIL 31225. Critique of Humanism. 100 Units.

This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique—accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry.

Instructor(s): C. Vogler Terms Offered: Spring

Equivalent Course(s): PHIL 21225, ENGL 12002, ENGL 34407

PHIL 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.

A survey of some of the central concerns in various areas of philosophy, pursued from the perspective of the analytic tradition. In epistemology, our topics will include the definition of knowledge, the challenge of skepticism, and the nature of justification. In the philosophy of mind, we will explore the mind-body problem and the nature and structure of intentional states. In the philosophy of language, we will address theories of truth and of speech acts, the sense/reference distinction, and the semantics of names and descriptions. In ethics, we will focus on the debate between utilitarians and Kantians.

Instructor(s): B. Callard Terms Offered: Autumn

Prerequisite(s): This course is open only to MAPH students. MAPH students who wish to apply to Ph.D. programs in philosophy are strongly urged to take this course.

PHIL 31425. Karl Marx's Theory of History. 100 Units.

This course will investigate the theory of human history developed by Marx and Engels—Historical Materialism, as it came to be known. Though we will primarily focus on texts by Marx and Engels, we will begin by considering some of Hegel's writing on history, and we will end by looking at different attempts to explain, apply, and develop the theory within the Marxian tradition.

Instructor(s): A. Ford Terms Offered: Spring

Equivalent Course(s): FNDL 21504, PHIL 21425

PHIL 31511. Forms of Philosophical Skepticism. 100 Units.

The aim of the course will be to consider some of the most influential treatments of skepticism in the post-war analytic philosophical tradition—in relation both to the broader history of philosophy and to current tendencies in contemporary analytic philosophy. The first part of the course will begin by distinguishing two broad varieties of skepticism—Cartesian and Kantian—and their evolution over the past two centuries (students without any prior familiarity with both Descartes and Kant will be at a significant disadvantage here), and will go on to isolate and explore some of the most significant variants of each of these varieties in recent analytic philosophy. The second part of the course will involve a close look at recent influential analytic treatments of skepticism. It will also involve a brief look at various versions of contextualism with regard to epistemological claims. We will carefully read and critically evaluate writings on skepticism by the following authors: J. L. Austin, Robert Brandom, Stanley Cavell, Thompson Clarke, Saul Kripke, C. I. Lewis, John McDowell, H. H. Price, Hilary Putnam, Barry Stroud, Charles Travis, Michael Williams, and Ludwig Wittgenstein.

Instructor(s): J. Conant Terms Offered: Winter

Prerequisite(s): This will be an advanced lecture course open to graduate students and undergraduates with a prior background in analytic philosophy.

Equivalent Course(s): PHIL 21511

PHIL 31600. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (V) (I)

Instructor(s): B. Laurence Terms Offered: Autumn

Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 21700, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

PHIL 32001. Pragmatism and Philosophy of Science of C. S. Peirce. 100 Units.

In this seminar will examine the views of the American pragmatist philosopher C. S. Peirce as they pertain to the nature and methodology of science. The course will be organized around a careful reading of the six essays comprising the series "Illustrations of the Logic of Science," published by Peirce in *Popular Science Monthly* in the years 1877-78. Among the many topics addressed in these essays are: (1) What is the aim of scientific inquiry? (2) What are the conditions for the meaningfulness of a scientific hypothesis? (3) What is the role of probability in science (inverse inference vs. hypothesis testing)? (4) Are there natural laws? (5) What are the grounds for inductive inference? (6) How are we to classify the various sciences? In addition to the six essays mentioned above, we will also consider some of Peirce's later writings on the subject as well as contemporary interpretations of the Peircean view. (II)

Instructor(s): A. Vasudevan Terms Offered: Autumn

PHIL 33305. History of Aesthetics. 100 Units.

Readings from Plato, Aristotle, Hume, Kant, Nietzsche, and Collingwood among others. (A) (II)

Instructor(s): T. Cohen Terms Offered: Winter

Equivalent Course(s): PHIL 23305

PHIL 33410. Heidegger's "Being and Time" 100 Units.

(B) (III)

Instructor(s): R. Pippin Terms Offered: Spring

Equivalent Course(s): FNDL 27903, PHIL 23410

PHIL 33502. Introduction to the Philosophy of Mind. 100 Units.

Among the principal tasks of philosophy is to understand the position of our minds and our mental activities within the increasingly detailed account of the world that the physical and biological sciences provide. We will survey and critically examine the developments of this philosophical program in the twentieth century. Special emphasis will be given to the nature of consciousness and of mental content. (B) (III)

Instructor(s): C. Frey Terms Offered: Spring

PHIL 35112. Philosophy, Talmudic Culture, and Religious Experience:**Soloveitchik. 100 Units.**

Joseph Soloveitchik was one of the most important philosophers of religion of the twentieth century. Firmly rooted in the tradition of Biblical and Talmudic texts and culture, Soloveitchik elaborated a phenomenology of Jewish self-consciousness and religious experience that has significant implications for the philosophy of religion more generally. This course will consist of a study of some of his major books and essays. Topics to be covered may include the nature of Halakhic man and Soloveitchik's philosophical anthropology, the problem of faith in the modern world, questions of suffering, finitude, and human emotions, the nature of prayer, the idea of cleaving to God. Soloveitchik will be studied both from within the Jewish tradition and in the context of the classical questions of the philosophy of religion. Some previous familiarity with his thought is recommended. (I)

Instructor(s): A. Davidson Terms Offered: Winter

Equivalent Course(s): PHIL 25112, DVPR 35112, HIJD 35112, RLST 25112

PHIL 35402. Freud and Philosophy. 100 Units.

This course will introduce students to the basic ideas of psychoanalysis—the unconscious, transference, fantasy, acting out, repetition—in the context of the traditional philosophical questions of what it is to be a human being and what the good life is for humans. Extensive reading from Freud as well as selections from Plato, Aristotle, Sartre, and others.

Instructor(s): J. Lear Terms Offered: Autumn

Prerequisite(s): This course is intended for undergraduate majors in Philosophy and Fundamentals, and graduate students in Philosophy and Social Thought. All others require consent of instructor.

Equivalent Course(s): PHIL 25402

PHIL 36900. Phenomenon: From the Constitution of the Object to the Self-Manifestation of the Event. Kant, Husserl, Heidegger. 100 Units.

Instructor(s): J. Marion Terms Offered: Spring

Equivalent Course(s): DVPR 36900, THEO 36900

PHIL 37500. Kant's "Critique of Pure Reason" 100 Units.

This course will be devoted to an intensive study of selected portions of Kant's *Critique of Pure Reason*. The focus of the course will be on the *Transcendental Analytic* and especially the *Transcendental Deduction*. We will begin, however, with a brief tour of some of the central claims of the *Transcendental Aesthetic*. Some effort will be made to situate these portions of the first half of the *Critique* with respect to the later portions of the book, viz. the *Transcendental Dialectic* and the *Doctrine of Method*. Although the focus of the course will be on Kant's text, some consideration will be given to some of the available competing interpretations of the book. The primary commentators whose work will thus figure briefly in the course in this regard are Lucy Allais, Henry Allison, Stephen Engstrom, Johannes Haag, Robert Hanna, Martin Heidegger, Dieter Henrich, John McDowell, Charles Parsons, Sebastian Roedel, Wilfrid Sellars, Peter Strawson, and Manley Thompson. Our interest in these commentators in this course will always only be as a useful foil for understanding Kant's text. No separate systematic study will be attempted of the work of any of these commentators. Of particular interest to us will be topics like Kant's criticisms of traditional empiricism, the distinction between sensibility and understanding, and his account of the relation between intuitions and concepts.

The aim of the course is both to use certain central texts of recent Kant commentary and contemporary analytic Kantian philosophy to illuminate some of the central aspirations of Kant's theoretical philosophy and to use certain central Kantian texts in which those aspirations were first pursued to illuminate some recent developments in epistemology and the philosophy of mind. (B) (V)

Instructor(s): J. Conant Terms Offered: Winter

Equivalent Course(s): PHIL 27500

PHIL 39400. Intermediate Logic. 100 Units.

In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström's theorem. (B) (II)

Instructor(s): A. Vasudevan Terms Offered: Winter

Equivalent Course(s): CHSS 33600, HIPS 20500, PHIL 29400

PHIL 39406. Algebraic Logic and Its Critics: The History of Logic from Leibniz to Frege. 100 Units.

The study of logic in the second half of the 19th century was dominated by an algebraic approach to the subject. This tradition, as exemplified in George Boole's *Laws of Thought*, aimed to develop a calculus of deductive reasoning based on the standard algebraic techniques employed in mathematics. In this course, we will trace the historical development of the algebraic tradition in logic, beginning with the early attempts of Leibniz to formulate a calculus ratiocinator. We will consider the various systems of algebraic logic developed in the 19th century in the works of De Morgan, Boole, Jevons, Peirce, and Schroder, and conclude by examining Frege's critique of Boole's system in relation to Frege's own *Begriffsschrift*. (B) (II, V)

Instructor(s): M. Malink, A. Vasudevan Terms Offered: Spring

Equivalent Course(s): PHIL 29406

PHIL 41205. Virtue. 100 Units.

What kind of characteristic is virtue? In addressing this question, we will first consider Aristotle's account of virtue. Then we will read some work by neo-Aristotelian "virtue ethicists" including Geach, Anscombe, Foot, Hursthouse, MacIntyre, Vogler, and Thompson. (I)

Instructor(s): A. Ford Terms Offered: Autumn

PHIL 43110. Reasons. 100 Units.

In this seminar we will address questions about the nature of reasons and normativity, with a particular eye toward the difficulties philosophy has encountered in attempting to locate our responsiveness to normativity in the casual order. Readings will be drawn from a manuscript in progress as well as a range of work in philosophy of mind and philosophy of action, skewing toward contemporary sources. (III)

Instructor(s): J. Bridges Terms Offered: Autumn

PHIL 49700. Preliminary Essay Workshop. 100 Units.

A two-quarter (Spring, Autumn) workshop on the preliminary essay required for all doctoral students in the Spring of their second year and the Autumn of their third year. The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.

Instructor(s): M. Kremer Terms Offered: Spring, Autumn

Prerequisite(s): All and only philosophy graduate students in the relevant years.

PHIL 49900. Reading & Research. 100 Units.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

PHIL 50008. Michel Foucault: Self, Government, and Regimes of Truth. 100 Units.

A close reading of Michel Foucault's 1979-80 course at the Collège de France, *Du gouvernement des vivants*. Foucault's most extensive course on early Christianity, these lectures examine the relations between the government of the self and regimes of truth through a detailed analysis of Christian penitential practices, with special attention to the practices of *exomologēsis* and *exagoreusis*. We will read this course both taking into account Foucault's sustained interest in ancient thought and with a focus on the more general historical and theoretical conclusions that can be drawn from his analyses. (I)

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): Limited enrollment; Students interested in taking for credit should attend first seminar before registering. Reading knowledge of French required.

Consent Only.

Equivalent Course(s): CMLT 50008, DVPR 50008

PHIL 50100. First-year Seminar. 100 Units.

This course meets in Autumn and Winter quarters.

Instructor(s): J. Bridges Terms Offered: Autumn, Winter

Prerequisite(s): Enrollment limited to first-year graduate students.

PHIL 50250. Greek Tragedy and Philosophy. 100 Units.

Ancient Greek tragedy has been of continuous interest to philosophers, whether they love it or hate it. But they do not agree about what it is and does, or about what insights it offers. This seminar will study the tragic festivals and a select number of tragedies, also consulting some modern studies of ancient tragedy. Then we shall turn to philosophical accounts of the tragic genre, including Plato, Aristotle, the Greek and Roman Stoics, Seneca, Lessing, Schlegel, Hegel, Schopenhauer, Nietzsche, Iris Murdoch, and Bernard Williams. If we have time we will include some study of ancient Greek comedy and its philosophical significance.

Instructor(s): M. Nussbaum Terms Offered: Autumn

Prerequisite(s): Admission by permission of the instructor. Permission must be sought in writing by September 15. An undergraduate major in philosophy or some equivalent solid philosophy preparation, OR a solid grounding in Classics, including language training. In other words, those who qualify on the basis of philosophical background do not have to know ancient Greek, but someone without such preparation may be admitted on the basis of knowledge of Greek and other Classics training of the sort typical of our Ph.D. students in Classics. An extra section will be held for those who can read some of the materials in Greek.

PHIL 50601. Hegel's Science of Logic. 100 Units.

Hegel's chief theoretical work is called *The Science of Logic*. An abridged version is the first part of the various versions of his *Encyclopedia of the Philosophical Sciences*. We shall read and discuss representative passages from both versions, and attempt to understand Hegel's theory of concepts, judgment, and inference, and the place or role of such an account in his overall philosophical position. Several contemporary interpretations of these issues will also be considered. (V)

Instructor(s): R. Pippin Terms Offered: Winter

Prerequisite(s): Prior work in Kant's theoretical philosophy is a prerequisite.

Equivalent Course(s): SETH 50601

PHIL 51200. Law-Philosophy Workshop. 100 Units.

This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. There are approximately four meetings in each of the three quarters. Students must therefore enroll for all three quarters.

Instructor(s): M. Nussbaum Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are admitted by permission of the two instructors.

They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.

Note(s): Students must enroll for all three quarters.

Equivalent Course(s): LAWS 61512, RETH 51301, GNSE 50101, HMRT 51301

PHIL 51415. I-Thou and the Subject of Psychoanalysis. 100 Units.

Instructor(s): J. Lear, M. Stone. Terms Offered: Spring

PHIL 51820. The Idea of Political Liberalism. 100 Units.

John Rawls's book *Political Liberalism* stakes out a remarkably original way to conceive of the goals and possibilities of political philosophy. In addition, in *Political Liberalism* Rawls offers an account of distributive justice that fits with his new conception of the discipline's goals and possibilities. In the seminar we will (i) lay out and assess Rawls's argument justifying his turn to political liberalism; (ii) lay out and assess the new version of Rawls's theory of justice as fairness; (iii) lay out and assess at least one other political liberal view of proper distributive principles; (iv) examine how choosing between competing accounts of distributive principles is supposed to proceed in light of the constraints of political liberalism; and (v) determine whether and how far those constraints should be loosened.

Instructor(s): D. Brudney Terms Offered: Autumn

PHIL 53300. Philosophy of Language Seminar: Quotations, Pictures, Words. 100 Units.

his seminar will examine one of the primary devices by means of which we talk about language and mental content. Topics will include the varieties of quotation: direct, indirect, mixed, pure, and non-literal (scare-quotes); various current theories of direct and indirect quotation; the relation between quotation and meaning; context-sensitivity and quotation; and the pictorial character of quotation. More generally, the seminar will investigate quotation as a phenomenon on the border between semantics and pragmatics and between linguistic and non-linguistic modes of representation. Readings will be drawn from authors such as Frege, Quine, Tarski, Davidson, Bennett, Cappelen and Lepore, H. Clark, Recanti, Garcia-Carpintero, Geurts, C. Potts, Kaplan, T. Parsons, Predelli, Burge Peacocke, Brandom, Reimer, Richard, Saka, Sperber and Wilson, and Washington.

Instructor(s): J. Stern Terms Offered: Winter

Equivalent Course(s): LING 53300, DVPR 53302

PHIL 53306. Language and Self-Consciousness. 100 Units.

Instructor(s): D. Finkelstein Terms Offered: Spring

PHIL 55799. Aristotle's Theory of Science: Posterior Analytics I. 100 Units.

In the *Posterior Analytics*, Aristotle presents his theory of science and knowledge (episteme). For Aristotle, scientific knowledge is typically obtained by means of demonstrations. A demonstration is a kind of deduction that proceeds from epistemically prior premisses and provides an explanation (aition) of why the conclusion is true. Aristotle examines the nature of demonstrative sciences by using the theory of syllogistic deduction developed in the *Prior Analytics*. For example, he argues that there can be no infinite chains of predication and hence no infinite regress of demonstrations. Thus, every chain of demonstrations terminates in unproved first principles (archai). The seminar will be a close reading of the first book of the *Posterior Analytics*, covering central aspects of Aristotle's logic, philosophy of science, and epistemology. (II, III, IV)

Note(s): Knowledge of Greek not required.

PHIL 57605. Layer-Cake vs. Transformative Conceptions of Human Mindedness. 100 Units.

The Layer-Cake Assumption has many philosophical guises. In its guise as a thesis about the nature of our cognitive faculties and their relation to one another, it goes like this: The natures of our sentient and rational cognitive capacities respectively are such that we could possess one of these capacities, as a form of cognition of objects, without possessing the other. The underlying assumption is that at least one of these capacities is a self-standing cognitive capacity – one which could operate just as it presently does in us in isolation of the other. Beginning with Kant, it became important to certain philosophers to show that the Assumption forms a common ground of philosophical views thought to be fundamentally opposed to one another – such as Empiricism and Rationalism. The Empiricist Variant of this guise of the Assumption might be put as follows: Our nature as sensibly receptive beings, in so far as it makes a contribution to cognition, represents a self-standingly intelligible aspect of our nature. The Rationalist Variant enters such a claim on behalf of the self-standingly intelligible character of our intellectual capacities. In particular areas of philosophy – such as epistemology, metaphysics, the philosophy of mind, the philosophy of action, and the philosophy of self-knowledge – each of these variants assumes a more determinate guise, while continuing to hold the fundamental assumption in place. Our first concern will be to isolate, compare, and contrast the various guises of this assumption and their manner of operation both across the history of philosophy and across different areas of contemporary philosophy. Our second concern will be to consider what it would be to reject the assumption in question and what the philosophical consequences of doing so are. Our third concern will be to explore the views of a number of different authors who do seek to reject it and to assess which of these attempts, if any, are philosophically satisfactory. Readings will be from Elizabeth Anscombe, Aristotle, Matthew Boyle, Robert Brandom, Gareth Evans, David Finkelstein, Anton Ford, Christopher Frey, Immanuel Kant, Andrea Kern, Chris Korsgaard, C. I. Lewis, John McDowell, Richard Moran, Sebastian Roedl, Moritz Schlick, Wilfrid Sellars, David Velleman, and Ludwig Wittgenstein, among others.

Instructor(s): J. Conant Terms Offered: Autumn

PHIL 59950. Workshop: Job Placement Seminar. 100 Units.

Course begins in late Spring quarter and continues in the Autumn quarter.

Instructor(s): G. Lear Terms Offered: Spring, Autumn

Prerequisite(s): This workshop is open only to PhD Philosophy graduate students planning to go on the job market in the fall of 2012. Approval of dissertation committee is required.

Note(s): Pass/Fail.



PHYSICAL SCIENCES

There are many different ways of obtaining knowledge. Knowledge in physics and chemistry is essentially linked to experimental work in the lab. Through the continual process of analyzing experiment in terms of theory and of testing theory through the discovery of new phenomena, some of the most far-reaching, universal, and magnificent discoveries about the nature of the world have been made. Observational sciences, such as astronomy or geology, create knowledge and discover truth in a related, but different, fashion. In these sciences the goal is to learn about majestic themes such as the nature of the Earth, the solar system, or indeed the universe itself. Such knowledge is gained not primarily in the lab using equipment and samples that are interchangeable, but rather through observations on a single sample that is too big, too old, too distant, and too unique to duplicate: namely, the Earth and the cosmos themselves. Field trips or telescopic observations allow one to observe what happened. The data collected are then interpreted in light of other observations. But one can never redo the entire experiment again and recreate the planets and the galaxies. Mathematics provides a third, nonempirical, form of knowing along with a crucial tool for formulating and analyzing the discoveries of the other sciences. All of these disciplines strive for a knowledge that is of a different nature than that found in humanistic or social scientific discourse. One aspect of the general education courses in the physical sciences is to introduce the student to these different ways of knowing and these different visions of truth.

The physical sciences sequences (along with the first half of the natural sciences sequence) provide a way for students in the humanities and social sciences to meet the general education requirement in the physical sciences. There are several sequences in the physical sciences, each of which introduces a different discipline and different aspects of scientific knowledge.

GENERAL EDUCATION SEQUENCES

Either of the two-course sequences PHSC 11100-11300 Foundations of Modern Physics I; Everyday Physics and PHSC 11900-12000 Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know satisfies the general education requirement. In addition, any two-quarter sequence assembled from PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, or PHSC 13600 Natural Hazards will satisfy the requirement. The general education requirement in the physical sciences must be completed in the first two years. The listings below identify several possible combinations.

Along with one of these two-quarter sequences, students must register for at least two quarters of an approved biological sciences sequence and at least one quarter of an approved mathematical science. A sixth quarter must be taken in any one of the three areas: physical science, biological science, or mathematical science. NOTE: To receive general education credit for calculus, two quarters must be taken; this will count as two quarters towards meeting the general education requirement in the sciences.

PHSC 10900-11000. Science and the Earth. Open only to first- and second-year students and first-year transfer students. Taking these courses in sequence is not required.

PHSC 10900. Ice-Age Earth. 100 Units.

We examine the cause and effects of Earth's great ice ages, and use the knowledge so gained as a means to inform ourselves about the stability of Earth's climate system and its relationship to the life of humankind. The ice age also serves as the starting point for the exploration of Earth's history through deep time undertaken in PHSC 11000. The lab exercises deal with topographic maps that depict glacial landforms in various national parks such as Yosemite National Park in California and Glacier National Park in Montana. We also explore the glacial landforms in the Chicago vicinity through topographic maps and a day-long field trip. A day-long weekend field trip to ice-age sites is required. If a weekend date is not possible, the field trip will be run on the Wednesday prior to Thanksgiving recess. Students who register for this class must arrange to attend the field trip at one of the offered dates. (L)

Instructor(s): D. Rowley Terms Offered: Not Offered 2013-14

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher

PHSC 11000. Environmental History of the Earth. 100 Units.

Topics emphasize how geologic history has determined the physical and biological environments we experience on Earth today. In other words, we learn how the long-term processes of Earth history have shaped the surface and interior of the Earth, and have determined the diversity of life on the planet as seen both in the present day and in the fossil record. (L)

Instructor(s): S. Kidwell, M. Foote Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher

PHSC 10900-13400. Past and Future Climate of Earth. Open only to first- and second-year students and first-year transfer students. Taking these courses in sequence is not required. This sequence is recommended for students wishing to focus on global climate change. PHSC 10900 introduces the geological evidence for climate change in the past (i.e., the ice age); and PHSC 13400 examines the mechanisms of this climate change and introduces forecasts of future climate change associated with industrial and agricultural activity.

PHSC 10900. Ice-Age Earth. 100 Units.

We examine the cause and effects of Earth's great ice ages, and use the knowledge so gained as a means to inform ourselves about the stability of Earth's climate system and its relationship to the life of humankind. The ice age also serves as the starting point for the exploration of Earth's history through deep time undertaken in PHSC 11000. The lab exercises deal with topographic maps that depict glacial landforms in various national parks such as Yosemite National Park in California and Glacier National Park in Montana. We also explore the glacial landforms in the Chicago vicinity through topographic maps and a day-long field trip. A day-long weekend field trip to ice-age sites is required. If a weekend date is not possible, the field trip will be run on the Wednesday prior to Thanksgiving recess. Students who register for this class must arrange to attend the field trip at one of the offered dates. (L)

Instructor(s): D. Rowley Terms Offered: Not Offered 2013-14

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher

PHSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L)

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 12300, GEOS 13400

PHSC 11100-11300. Foundations of Modern Physics I; Everyday Physics.

Must be taken in sequence. This sequence not offered in 2013-14.

PHSC 11100. Foundations of Modern Physics I. 100 Units.

This algebra-based course presents an introduction to Newton's laws of mechanics, including a study of planetary motion. The course also discusses wave motion as applied to sound and light. It concludes with an introduction to the special theory of relativity, in which the Newtonian concepts of space and time are reconsidered. (L)

Terms Offered: Not offered in 2013-14.

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher.

Note(s): Must be taken in sequence.

PHSC 11300. Everyday Physics. 100 Units.

This course will be a walking tour through various topics in physics. It is not organized in the traditional way—mechanics, heat, electromagnetism, quantum mechanics, and relativity—but rather will look at real-world phenomena and try to figure out what is going on. Relying somewhat on knowledge gained in PHSC 11100, we will ask questions about the world around us. No formulas will be used. Questions might include, “Which draws more water from Lake Michigan, evaporation or the city of Chicago?” and “How does my cellphone work and what can I do to improve its reception?” The course will also address more substantial topics such as measuring the density of air, figuring out whether airplanes should be able to fly, estimating the density of the Sun, and determining the size of molecules. (L)

Terms Offered: Not offered in 2013-14.

Prerequisite(s): PHSC 11100 or consent of instructor

Note(s): Must be taken in sequence

PHSC 11300. Everyday Physics. 100 Units.

This course will be a walking tour through various topics in physics. It is not organized in the traditional way—mechanics, heat, electromagnetism, quantum mechanics, and relativity—but rather will look at real-world phenomena and try to figure out what is going on. Relying somewhat on knowledge gained in PHSC 11100, we will ask questions about the world around us. No formulas will be used. Questions might include, “Which draws more water from Lake Michigan, evaporation or the city of Chicago?” and “How does my cellphone work and what can I do to improve its reception?” The course will also address more substantial topics such as measuring the density of air, figuring out whether airplanes should be able to fly, estimating the density of the Sun, and determining the size of molecules. (L)

Terms Offered: Not offered in 2013-14.

Prerequisite(s): PHSC 11100 or consent of instructor

Note(s): Must be taken in sequence

PHSC 11400-11500. Life in the Universe. PHSC 11400 and 11500 are one-quarter courses that must be taken in sequence. This sequence treats our current understanding of the role that the laws of physics play in the development, existence, and persistence of life in the universe. The main goal of this sequence is for students to learn about these laws within the overarching context of this theme. The subject matter includes all the major branches of physics and certain aspects of cosmology, stellar evolution, and planetary science. There will also be brief discussions on the roles of chemical and biological evolution.

PHSC 11400. Development of Life on Earth. 100 Units.

Starting with the big bang theory of the early universe, students study how the laws of physics guided the evolution of the universe through the processes most likely to have produced life on earth as it exists today. Physics topics include the fundamental interactions and the early universe; nuclear, atomic, and molecular structure; Newton's laws and the formation of stars, galaxies, and planetary systems; thermonuclear fusion in stars; the physical origin of the chemical elements; the laws of electricity and magnetism and electromagnetic radiation; the laws of thermodynamics; atmospheric physics; and physical processes on primordial earth. (L)

Instructor(s): D. Reid Terms Offered: Autumn

Prerequisite(s): MATH 10600, or placement into MATH 13100 or higher.

PHSC 11500. Extraterrestrial Life. 100 Units.

Building upon the topics in PHSC 11400, this course goes on to consider what the laws of physics has to say about life elsewhere in the universe. We begin with an analysis of the prospects for life on other bodies in the solar system, especially Mars. This is followed by a treatment of the physics behind the search for extraterrestrial intelligence and the feasibility of human interstellar and intergalactic spaceflight. We conclude with a critical examination of speculative ideas in the popular media such as the suggestion that the universe itself is a living organism. Physics topics include extended applications of topics from PHSC 11400, optics and electromagnetic communication, rocket propulsion and advanced propulsion systems, theories of special and general relativity, quantum physics, complexity, and emergence. (L)

Instructor(s): S. Wakely Terms Offered: Winter

Prerequisite(s): PHSC 11400

PHSC 11900-12000 or 11900-12000-12800. Introduction to Astrophysics.

Must be taken in sequence. PHSC 11900 will be taught in Autumn and Winter Quarters, and 12000 will be taught in Winter and Spring Quarters. The sequence 11900-12000-12800 will be offered to students in the Paris study abroad program in Spring Quarter.

PHSC 11900-12000. Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know.

Must be taken in sequence. PHSC will be taught in Autumn and Winter Quarters, and PHSC 12000 will be taught in Winter and Spring Quarters.

PHSC 11900. Stellar Astronomy and Astrophysics. 100 Units.

This course explores the observational and theoretical bases for our present understanding of the structures and evolution of stars. After a brief introduction to descriptive astronomy and a survey and interpretation of the relevant observations, we develop the theoretical principles governing the physical properties and dynamics of stars. Subsequently, we apply such observational and theoretical methods to studies of the formation of stars and their planetary systems, the life and death of stars, and the formation of the chemical elements. This course also will be offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): R. Rosner, Autumn; S. Meyer, Winter. L: A. Kravtsov, Autumn; P. Privitera, Winter
Terms Offered: Autumn, Winter

Prerequisite(s): MATH 10600 or placement in MATH 13100 or higher.

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.

The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring
Terms Offered: Winter, Spring

Prerequisite(s): PHSC 11900 or consent of instructor

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.

The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring
Terms Offered: Winter, Spring

Prerequisite(s): PHSC 11900 or consent of instructor

PHSC 12800. European Astronomy and Astrophysics. 100 Units.

Modern astronomy was born in Europe in the sixteenth and seventeenth centuries, led by Nicolaus Copernicus of Poland, who simplified the description of the solar system by moving the Sun to the center of the Universe. The Italian, Galileo Galilei, first pointed a telescope at the sky in 1609 and discovered the moons of Jupiter, sunspots, the stellar composition of the Milky Way, and craters on the Moon. Tycho Brahe of Denmark studied planetary motions in great detail, allowing Johannes Kepler of Germany to define the principles of the orbits of the planets by 1615. Isaac Newton of England discovered the laws of gravity and of motion, and built the reflecting telescope later in the seventeenth century. By 1774, French astronomer Charles Messier began the explosion of our current knowledge of the Universe when he catalogued what are now known to be other galaxies. Building upon this history, this course also explores recent developments in European astronomical and astrophysical technology that allows a modern exploration of the deepest regions of the Universe using a wide range of telescopes.

Instructor(s): R. Kron Terms Offered: Spring

Prerequisite(s): PHSC 12000 or consent of instructor, and enrollment in the Paris study abroad program

Note(s): This course is offered only in Paris in Spring Quarter.

PHSC 13400-13500. The Science of Global Environmental Change. Open only to first- and second- year students and first-year transfer students. Enrollment limited. Taking these courses in sequence is not required.

PHSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L)

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 12300, GEOS 13400

PHSC 13500. Chemistry and the Atmosphere. 100 Units.

This course focuses on aspects of chemistry as they apply to the Earth's atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.

Instructor(s): J. Frederick Terms Offered: Autumn

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor

Equivalent Course(s): ENST 12100

PHSC 13400-13600. Environment and Society. Open only to first- and second-year students and first-year transfer students. Enrollment limited. Taking these courses in sequence is not required.

PHSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L)

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 12300, GEOS 13400

PHSC 13600. Natural Hazards. 100 Units.

This course presents the current understanding of high-impact weather and geologic events and an introduction to risk assessment and mitigation. Topics include an overview of geography, statistics, and societal impacts of the world's natural hazards; physics and forecasts of hurricanes, extratropical cyclones, tornadoes, earthquakes, tsunamis, volcanic eruptions, droughts, floods, wildfires, and landslides; climate change and weather events; quantifying risks; and successful examples of community- and national-level disaster prevention programs. (L)

Instructor(s): N. Nakamura Terms Offered: Winter

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor

PHSC 13500-11000. The Earth's Chemical and Physical Environments. Open only to first- and second-year students and first-year transfer students. Taking these courses in sequence is not required. This sequence considers fundamental principles that determine the chemical composition of the Earth's atmosphere (Autumn) and then proceeds to examine the evolution of the surface and interiors of the Earth over geologic history (Spring).

PHSC 13500. Chemistry and the Atmosphere. 100 Units.

This course focuses on aspects of chemistry as they apply to the Earth's atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.

Instructor(s): J. Frederick Terms Offered: Autumn

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor

Equivalent Course(s): ENST 12100

PHSC 11000. Environmental History of the Earth. 100 Units.

Topics emphasize how geologic history has determined the physical and biological environments we experience on Earth today. In other words, we learn how the long-term processes of Earth history have shaped the surface and interior of the Earth, and have determined the diversity of life on the planet as seen both in the present day and in the fossil record. (L)

Instructor(s): S. Kidwell, M. Foote Terms Offered: Spring

Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher

Elective Courses

Any of the following can be used only as a third course in physical sciences to meet the general education requirement (of six courses total in the biological, physical, and mathematical sciences).

PHSC 18100. The Milky Way. 100 Units.

In this course, students study what is known about our galaxy, the Milky Way. We discuss its size, shape, composition, location among its neighbors, motion, how it evolves, and where we are located within it, with an emphasis on how we know what we claim to know. L.

Instructor(s): N. Gnedin Terms Offered: Spring

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18100

PHSC 18200. The Origin and Evolution of the Universe. 100 Units.

This course discusses how the laws of nature allow us to understand the origin, evolution, and large-scale structure of the universe. After a review of the history of cosmology, we see how discoveries in the twentieth century (i.e., the expansion of the universe and the cosmic background radiation) form the basis of the hot Big Bang model. Within the context of the Big Bang, we learn how our universe evolved from the primeval fireball.

Instructor(s): A. Olinto

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18200

PHSC 18300. Searching Between the Stars. 100 Units.

With the advent of modern observational techniques (e.g., radio, satellite astronomy), it has become possible to study free atoms, molecules, and dust in the vast space between the stars. The observation of interstellar matter provides information on the physical and chemical conditions of space and on the formation and evolution of stars.

Instructor(s): D. Harper Terms Offered: Winter

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18300



PHYSICS

PROGRAM OF STUDY

Physics is concerned with the study of matter, energy, forces, and their interaction in the world and universe around us. The undergraduate curriculum in the Department of Physics leading to the BA in physics includes a strong emphasis on experiment and covers the broad fundamentals necessary for graduate study in theoretical physics, experimental physics, or astronomy and astrophysics, as well as some fields of engineering and many interdisciplinary specialties requiring a strong technical background (e.g., biophysics, medical physics, atmospheric and environmental sciences).

Students who are majoring in other fields of study may also complete a minor in physics. Information follows the description of the major.

PROGRAM REQUIREMENTS

Courses

The curriculum leading to the BA degree in physics is designed for maximum flexibility consistent with a thorough coverage of the essential principles of physics. Degree requirements include introductory and advanced physics and mathematics courses, as well as physics electives that allow students to pursue specific interests. Students intending to pursue graduate work in astrophysics should consider the program leading to a BA in physics with a specialization in astrophysics, which is described later.

Students who plan to major in physics are encouraged to start course work in their first year. However, the program can be completed in three years, so one could start physics in the second year without delaying graduation. Two of the physics and two of the mathematics courses can be designated as general education courses, with fifteen courses remaining to fulfill the major.

In general, students should take the most advanced courses for which they have the appropriate prerequisites. Entering students will be given a placement for either PHYS 13100 Mechanics or PHYS 14100 Honors Mechanics based on their mathematics and physics background. Students majoring in physics usually start their program with the honors sequence PHYS 14100-PHYS 14200-PHYS 14300; however, the PHYS 13100-PHYS 13200-PHYS 13300 sequence is an equally acceptable pathway to the degree.

Mathematics

The mathematics requirement is a calculus sequence (MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300) followed by PHYS 22100. As an alternative to PHYS 22100, students taking an Analysis sequence (MATH 20300-MATH 20400-MATH 20500 or MATH 20700-MATH 20800-MATH 20900) may substitute MATH 20500 or MATH 20900 for PHYS 22100, though they will subsequently need to acquire certain math tools, as needed, on their own.

However, students interested in pursuing further study in physics and mathematics should consider taking both PHYS 22100 and an Analysis sequence.

For students starting their program with the PHYS 13100-PHYS 13200-PHYS 13300 sequence, the MATH 15300/MATH 16300 requirement is replaced by MATH 22000. This course in mathematical methods introduces tools typically used in the PHYS 14100-PHYS 14200-PHYS 14300 sequence, and ensures that a student taking PHYS 13100-PHYS 13200-PHYS 13300 will possess the mathematical background needed for subsequent physics course work.

Note that *entering* students placing out of MATH 15100-MATH 15200 have the option of taking MATH 15300 and MATH 20000-MATH 20100 in their first year. This will satisfy the mathematics requirements for the major (with MATH 20100 substituting for PHYS 22100).

Finally, entering students placing into MATH 13100 should consult the undergraduate program chair to plan a program of study.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

One of the following sequences: 200

PHYS 13100-13200 Mechanics and Electricity and Magnetism

PHYS 14100-14200 Honors Mechanics and Honors Electricity and Magnetism *

One of the following sequences: 200

MATH 15100-15200 Calculus I and Calculus II *

MATH 16100-16200 Honors Calculus I and Honors Calculus II

Total Units 400

MAJOR

One of the following: 100

PHYS 13300 Waves, Optics, and Heat

PHYS 14300 Honors Waves, Optics, and Heat *

One of the following: 100

MATH 15300 Calculus III *

MATH 16300 Honors Calculus III

MATH 22000 Introduction to Mathematical Methods in Physics

One of the following: 100

PHYS 22100 Mathematical Methods in Physics

MATH 20500 Analysis in \mathbb{R}^n III

MATH 20900 Honors Analysis in \mathbb{R}^n III

PHYS 15400 Modern Physics 100

PHYS 18500	Intermediate Mechanics	100
PHYS 23400-23500	Quantum Mechanics I and Quantum Mechanics II	200
PHYS 21101-21102-21103	Experimental Physics I and Experimental Physics II and Experimental Physics III	200
PHYS 22500-22700	Intermediate Electricity and Magnetism I and Intermediate Electricity and Magnetism II	200
PHYS 19700	Statistical and Thermal Physics	100
3 Electives		300
Total Units		1500

* Credit may be granted by examination.

Electives

In addition to specified course work, the physics major requires three electives. These electives may be selected from the following courses:

All 20000-level physics courses (except PHYS 29100-29200-29300 and PHYS 29700)

Courses in Mathematics and Statistics (no more than two to be used as program electives):

MATH 20400 Analysis in R^n II
or MATH 20800 Honors Analysis in R^n II

MATH 20500 Analysis in R^n III
or MATH 20900 Honors Analysis in R^n III

Note: neither MATH 20500 nor MATH 20900 can be counted toward electives if substituted for PHYS 22100

MATH 27000 Basic Complex Variables

MATH 27200 Basic Functional Analysis

MATH 27300 Basic Theory of Ordinary Differential Equations

MATH 27400 Introduction to Differentiable Manifolds and Integration on Manifolds

MATH 27500 Basic Theory of Partial Differential Equations

STAT 23400 Statistical Models and Methods

or STAT 24400 Statistical Theory and Methods I

STAT 24500 Statistical Theory and Methods II

Other courses in the physical sciences:

ASTR 24100 The Physics of Stars and Stellar Systems [†]

ASTR 24200 The Physics of Galaxies and the Universe [†]

CHEM 26300 Chemical Kinetics and Dynamics

CHEM 26800 Computational Chemistry and Biology

CMSC 28510 Introduction to Scientific Computing

GEOS 21200 Physics of the Earth

GEOS 23200 Climate Dynamics of the Earth and Other Planets

Courses in the biological sciences

BIOS 29326 Introduction to Medical Physics and Medical Imaging

Or other courses approved by the program chair for physics

† Cannot be counted toward electives if used to satisfy requirements for the specialization in astrophysics.

Sample Programs

The sample programs below illustrate different paths for fulfilling requirements for the physics major. Electives are indicated by an asterisk (*).

In the following example, an Analysis sequence partially satisfies the physics elective requirements, while preserving the option of a second major in math. (If Analysis replaces PHYS 22100, then an additional elective must be taken.) The optional PHYS 29100-PHYS 29200-PHYS 29300 sequence allows for completion of a bachelor's thesis.

First Year

Autumn Quarter	Units Winter Quarter	Units Spring Quarter	Units
PHYS 14100	100 PHYS 14200	100 PHYS 14300	100
MATH 16100	100 MATH 16200	100 MATH 16300	100
	200	200	200

Second Year

Autumn Quarter	Units Winter Quarter	Units Spring Quarter	Units
PHYS 15400	100 PHYS 18500	100 PHYS 23400	100
PHYS 22100	100 MATH 20300	100 MATH 20400*	100
	200	200	200

Third Year

Autumn Quarter	Units Winter Quarter	Units Spring Quarter	Units
PHYS 21101	000 PHYS 21102	100 PHYS 21103	100
PHYS 23500	100 PHYS 22500	100 PHYS 22700	100
MATH 20500*	100		
	200	200	200

Fourth Year

Autumn Quarter	Units Winter Quarter	Units Spring Quarter	Units
PHYS 19700	100 PHYS 29200	100 PHYS 29300	100
PHYS 29100	100		
	200	100	100

Total Units: 2200

The next example shows a PHYS 13100-PHYS 13200-PHYS 13300 pathway. Here, the required MATH 22000 course replaces the third quarter of calculus.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 13100	PHYS 13300	PHYS 13200
MATH 15100	MATH 22000	MATH 15200

The required laboratory sequence PHYS 21101-PHYS 21102-PHYS 21103 is a year-long study of Experimental Physics. (The first course, PHYS 21101, carries no credit, and is graded P/F.) It is recommended, but not required, that Experimental Physics be taken in the third year, concurrent with PHYS 23500.

Progress through the physics program can be accelerated by "doubling up" on some of the required courses. For example, PHYS 23500 and PHYS 19700 may be taken concurrently in the third year, and PHYS 22500/PHYS 22700 may be concurrent with PHYS 18500/PHYS 23400 in the second year. This provides more options in the third and fourth year for electives (as well as research or graduate course work). Note that it is possible to complete all program requirements in three years.

The specialization in astrophysics might be pursued by taking ASTR 24100, ASTR 24200, and ASTR 28200 or ASTR 30500 in either the third or fourth year.

Finally, the sample programs shown here are only meant to be illustrative. Students are encouraged to speak with the departmental counselors in planning individual programs, especially regarding selection of mathematics courses and program electives.

Introductory Course

The introductory course for students in the physical sciences is divided into two variants—PHYS 13100-PHYS 13200-PHYS 13300 and PHYS 14100-PHYS 14200-PHYS 14300—so students may learn with others who have comparable physics and mathematics backgrounds. The co-requisite for both is a first-year calculus sequence: MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300 (or completion of MATH 13100-MATH 13200-MATH 13300). The essential physics content of these two sequences is the same, but the 140s sequence covers material at a higher mathematical level. Both PHYS 130s and PHYS 140s prepare students for further courses in the physics major or minor.

First-year students are assigned to either PHYS 13100 or PHYS 14100 based on Advanced Placement test scores. In addition, physics placement may be adjusted by consulting the undergraduate program chair (KPTC 205) during Orientation week. Transfer students who have satisfactorily completed calculus-based introductory physics courses at another university may be granted appropriate transfer credit upon petition to and approval by the program chair. Third- and fourth-year students are assigned to either PHYS 13100 or PHYS 14100 based on their GPA in previous mathematics and chemistry courses taken in the College. For entry into PHYS 14100, this GPA must be above 3.0.

Another introductory sequence, PHYS 12100-PHYS 12200-PHYS 12300, is a calculus-based introduction intended for students outside the physical sciences.

The prerequisite is completion of a year-long calculus sequence and second-year standing. While topics are similar to the 130s and 140s sequences, PHYS 120s cannot serve as a prerequisite for further courses in physics, and thus cannot be used for the physics major or minor.

A student who completes PHYS 14100 or PHYS 14200 with a grade below C is normally required to move to PHYS 13200 or PHYS 13300 the following quarter. Petitions for a waiver of this requirement must be presented to the undergraduate program chair before the second day of the succeeding course. A student who receives an A or A- in PHYS 13100 may petition the undergraduate program chair to move to PHYS 14200.

Advanced Placement

Students who took the Physics C Advanced Placement examinations prior to matriculation in the College may receive credit for some or all of PHYS 12100-PHYS 12200-PHYS 12300. Consult the section on Advanced Placement Credit in this catalog for more information.

Accreditation

Accreditation examinations are administered for the content of PHYS 12100-PHYS 12200-PHYS 12300 and PHYS 14100-PHYS 14200-PHYS 14300. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 or PHYS 14100) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the series. All students who receive advanced standing on the basis of a physics accreditation examination are interviewed by the undergraduate program chair to determine the extent of their lab experience. Additional laboratory work may be required.

GRADING

All regular (nonresearch) physics courses must be taken for quality grades. All courses used to satisfy prerequisites must be taken for quality grades. The Department of Physics requires students to pass PHYS 13100-PHYS 13200-PHYS 13300/PHYS 14100-PHYS 14200-PHYS 14300, PHYS 15400, PHYS 18500, and PHYS 23400 with an average of 2.0 or higher to continue in the program.

OPPORTUNITIES FOR PARTICIPATION IN RESEARCH

The physics program offers unique opportunities for College students to become actively involved in the research being conducted by faculty of the department. Interested students are welcome to consult with the departmental counselors. The focus of much of the undergraduate research is structured around the Bachelor's Thesis (PHYS 29100-PHYS 29200-PHYS 29300). Alternatively, third- or fourth-year students majoring in physics may register for research for academic credit (PHYS 29700). In addition to these formal arrangements, students at any level may become involved in research by working in a faculty member's lab or research group on an extracurricular basis.

HONORS

There are two routes to receiving a BA with honors. Both require a minimum GPA of 3.0 in the courses listed under Major in the preceding Summary of Requirements section. In the first route, the student must pass an approved sequence of three graduate courses, with a grade of B or higher in each. The recommended 30000-level sequence typically is PHYS 34100-PHYS 34200 and PHYS 35200; however, if approval is obtained from the program chair, this sequence may be replaced by another sequence of graduate courses. The second route to receiving a BA with honors is to register for PHYS 29100-PHYS 29200-PHYS 29300 and earn a grade of B or higher based on a bachelor's thesis describing an approved research project completed during the year.

DEGREE PROGRAM IN PHYSICS WITH SPECIALIZATION IN ASTROPHYSICS

The program leading to a BA in physics with a specialization in astrophysics is a variant of the BA in physics. The degree is in physics, with the designation "with specialization in astrophysics" included on the final transcript. Candidates are required to complete all requirements for the BA degree in physics, plus a two-quarter sequence in astrophysics (ASTR 24100 and ASTR 24200), plus either a third course in astrophysics (ASTR 28200 or ASTR 30500) or a senior thesis project in physics (PHYS 29100-PHYS 29200-PHYS 29300) on a topic in astrophysics. If the latter option is chosen, the thesis topic must be approved by the program chair. (This thesis may simultaneously fulfill part of the requirements for honors in physics.) A grade of at least C- must be obtained in each course.

MINOR PROGRAM IN PHYSICS

The minor in physics is designed to present a coherent program of study to students with a strong interest in physics but insufficient time to pursue the major. The courses required for the minor are:

One of the following:	100
PHYS 13300 Waves, Optics, and Heat	
PHYS 14300 Honors Waves, Optics, and Heat	
One of the following:	100
MATH 15300 Calculus III	
MATH 16300 Honors Calculus III	
MATH 22000 Introduction to Mathematical Methods in Physics	
PHYS 15400 Modern Physics	100
PHYS 18500 Intermediate Mechanics	100
PHYS 22100 Mathematical Methods in Physics	100
PHYS 23400 Quantum Mechanics I	100
Two electives, at least one of which is:	200
PHYS 19700 Statistical and Thermal Physics	
PHYS 22500 Intermediate Electricity and Magnetism I	

PHYS 23500 Quantum Mechanics II

The second elective may be any course that is required by the major or can be used as an elective for the major

Total Units

800

The mathematics requirement for the minor is identical to the requirement for the major; please consult the description of the major for more information, particularly regarding MATH 22000 and PHYS 22100. Note that MATH 22000 and PHYS 22100 may be replaced by equivalent courses, as approved by the undergraduate program chair. Note also that the PHYS 13300/PHYS 14300, PHYS 22100, and MATH 15300/MATH 16300/MATH 22000 requirements will be waived for those who must take these courses to satisfy the requirements of a major or another minor. Consequently, the number of additional courses needed for the minor will vary between five and eight.

Students who elect the minor program in physics must meet with the physics undergraduate program chair before the end of Spring Quarter of their third year to declare their intention to complete the minor. The approval of the program chair for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser. Courses for the minor are chosen in consultation with the program chair.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and students must have a GPA of 2.0 or higher in the minor. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

PHYSICS COURSES

PHYS 12100-12200-12300. General Physics I-II-III.

This is a one-year sequence in the fundamentals of physics. Topics include classical mechanics, fluids, electricity and magnetism, wave motion, optics, and modern physics. Where appropriate, attention will be drawn to interdisciplinary applications, such as in biology. Calculus is used as needed. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 12100. General Physics I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300, and second-year standing.

PHYS 12200. General Physics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 12200

PHYS 12200. General Physics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 12200

PHYS 13100-13200-13300. Mechanics; Electricity and Magnetism; Waves, Optics, and Heat.

This is a one-year introductory sequence in physics for students in the physical sciences. Univariable calculus is used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 13100. Mechanics. 100 Units.

Topics include particle motion, Newton's Laws, work and energy, systems of particles, rigid-body motion, gravitation, oscillations, and special relativity. (L)

Terms Offered: Autumn

Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or

16100-16200-16300. (MATH 15100-15200-15300 or 16100-16200-16300 may be taken concurrently.)

PHYS 13200. Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 13100 or 14100

PHYS 13300. Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 13200 or 14200

PHYS 13200. Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 13100 or 14100

PHYS 1330. Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 13200 or 14200

PHYS 14100-14200-14300. Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat.

This is a one-year introductory sequence in physics for students in the physical sciences. A strong background in univariable calculus is assumed. Multivariable and vector calculus will be introduced and used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 14100. Honors Mechanics. 100 Units.

Topics include particle motion, Newton's Laws, work and energy, systems of particles, rigid-body motion, gravitation, oscillations, and special relativity. (L)

Terms Offered: Autumn

Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300. (MATH 15100-15200-15300 or 16100-16200-16300 may be taken concurrently.)

PHYS 14200. Honors Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 14100

PHYS 14300. Honors Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 14200

PHYS 14200. Honors Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 14100

PHYS 14300. Honors Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 14200

PHYS 15400. Modern Physics. 100 Units.

This course is an introduction to quantum physics. Topics include Einstein's quantum theory of light, the wave nature of particles, atomic structure, the Schrödinger equation, quantum mechanics in one and three dimensions, barrier penetration and tunneling, and the hydrogen atom. Applications to nuclear and solid-state physics are presented. (L)

Terms Offered: Autumn

Prerequisite(s): PHYS 14300, or PHYS 13300 and MATH 22000

PHYS 18500. Intermediate Mechanics. 100 Units.

Topics include a review of Newtonian mechanics, the calculus of variations, Lagrangian and Hamiltonian mechanics, generalized coordinates, canonical momenta, phase space, constrained systems, central-force motion, non-inertial reference frames, and rigid-body motion.

Terms Offered: Winter

Prerequisite(s): PHYS 13100 or 14100, and PHYS 22100 or MATH 20300

PHYS 19700. Statistical and Thermal Physics. 100 Units.

This course develops a statistical description of physical systems. Topics include elements of probability theory, equilibrium and fluctuations, thermodynamics, canonical ensembles, the equipartition theorem, quantum statistics of ideal gases, and kinetic theory.

Terms Offered: Autumn

Prerequisite(s): PHYS 23400, and PHYS 22100 or MATH 20500

PHYS 21101-21102-21103. Experimental Physics I-II-III.

This is a year-long laboratory sequence, offering experiments in atomic, molecular, solid-state, nuclear, and particle physics. Additional material, as needed, is presented in supplemental lectures. Content varies from quarter to quarter. P/F grading in Autumn. (L)

Note(s): Open only to students who are majoring in Physics.

PHYS 21101. Experimental Physics I. 000 Units.

Terms Offered: Autumn

Prerequisite(s): PHYS 23400

PHYS 21102. Experimental Physics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 21101

PHYS 21102. Experimental Physics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 21101

PHYS 22100. Mathematical Methods in Physics. 100 Units.

Topics include linear algebra and tensor analysis, ordinary and partial differential equations, calculus of variations, special functions, series solutions of differential equations, and integral transforms.

Terms Offered: Autumn

Prerequisite(s): PHYS 14300, or PHYS 13300 and MATH 22000

PHYS 22500-22700. Intermediate Electricity and Magnetism I-II.

Topics include electrostatics, magnetostatics, electromagnetic induction, electric and magnetic fields in matter, plane electromagnetic waves, reflection and refraction of electromagnetic waves, and electromagnetic radiation.

PHYS 22500. Intermediate Electricity and Magnetism I. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 13200 or 14200, and PHYS 22100 or MATH 20500

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 22500

PHYS 22600. Electronics. 100 Units.

The goal of this hands-on experimental course is to develop confidence, understanding, and design ability in modern electronics. This is not a course in the physics of semiconductors. In two lab sessions a week, we explore the properties of diodes, transistors, amplifiers, operational amplifiers, oscillators, field effect transistors, logic gates, digital circuits, analog-to-digital and digital-to-analog converters, phase-locked loops, and more. Lectures supplement the lab. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 12200 or 13200 or 14200

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 22500

PHYS 23400-23500. Quantum Mechanics I-II.

Quantum Mechanics I-II

PHYS 23400. Quantum Mechanics I. 100 Units.

A study of wave-particle duality leading to the basic postulates of quantum mechanics is presented. Topics include the uncertainty principle, applications of the Schrödinger equation in one and three dimensions, the quantum harmonic oscillator, rotational invariance and angular momentum, the hydrogen atom, and spin.

Terms Offered: Spring

Prerequisite(s): PHYS 15400, and PHYS 22100 or MATH 20400

PHYS 2350. Quantum Mechanics II. 100 Units.

A review of quantum mechanics is presented, with emphasis on Hilbert space, observables, and eigenstates. Topics include spin and angular momentum, time-independent perturbation theory, fine and hyperfine structure of hydrogen, the Zeeman and Stark effects, many-electron atoms, molecules, the Pauli exclusion principle, and radiative transitions.

Terms Offered: Autumn

Prerequisite(s): PHYS 23400

PHYS 2350. Quantum Mechanics II. 100 Units.

A review of quantum mechanics is presented, with emphasis on Hilbert space, observables, and eigenstates. Topics include spin and angular momentum, time-independent perturbation theory, fine and hyperfine structure of hydrogen, the Zeeman and Stark effects, many-electron atoms, molecules, the Pauli exclusion principle, and radiative transitions.

Terms Offered: Autumn

Prerequisite(s): PHYS 23400

PHYS 2360. Solid State Physics. 100 Units.

Topics include a review of quantum statistics, crystal structure and crystal binding, lattice vibrations and phonons, liquid helium, the free-electron model of metals, the nearly-free-electron model, semi-conductors, and optical properties of solids.

Terms Offered: Winter

Prerequisite(s): PHYS 23500 and 19700

PHYS 2370. Nuclei and Elementary Particles. 100 Units.

This course covers topics such as nuclear structure, processes of transformation, observables of the nucleus, passage of nuclear radiation through matter, accelerators and detectors, photons, leptons, mesons, and baryons, hadronic interactions, and the weak interaction.

Terms Offered: Spring

Prerequisite(s): PHYS 23500

PHYS 2500. Computational Physics. 100 Units.

This course introduces the use of computers in the physical sciences. After an introduction to programming basics, we cover numerical solutions to fundamental types of problems, techniques for manipulating large data sets, and computer simulations of complex systems. Additional topics may include an introduction to graphical programming, with applications to data acquisition and device control. (L)

Terms Offered: Autumn

Prerequisite(s): PHYS 13300 or 14300 required; knowledge of computer programming not required

Equivalent Course(s): BIOS 21506

PHYS 26400. Spacetime and Black Holes. 100 Units.

This course introduces general relativity. After a review of special relativity and four-dimensional spacetime, the basic tools of physics in a curved spacetime are introduced. The Schwarzschild solution describing both black holes and the exteriors of stars and planets is presented, and the behavior of objects in a Schwarzschild spacetime is extensively studied. The course concludes by introducing the dynamical equations relating energy and momentum to spacetime curvature (Einstein's equations).

Terms Offered: Autumn

Prerequisite(s): PHYS 18500, and PHYS 22100 or MATH 20400 or consent of instructor

PHYS 29100-29200-29300. Bachelor's Thesis.

This yearlong sequence of courses is designed to involve the student in current research. Over the course of the year, the student works on a research project in physics or a closely related field (e.g., astrophysics) leading to the writing of a bachelor's thesis. A student who submits a satisfactory thesis, earns a grade of B or higher based on the project, and achieves a GPA of 3.0 or higher in the required undergraduate physics courses is eligible to receive a BA with honors. The project may be one suggested by the instructor or one proposed by the student and approved by the instructor. In either case, all phases of the project (including the literature search, design and construction of the experiments, and analysis) must be done by the student. The instructor, the faculty adviser, post-docs, and graduate students are, of course, available for consultation.

PHYS 29100. Bachelor's Thesis. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29200. Bachelor's Thesis. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29300. Bachelor's Thesis. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29200. Bachelor's Thesis. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29300. Bachelor's Thesis. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29700. Participation in Research. 100 Units.

By mutual agreement, students work in a faculty member's research group. Participation in research may take the form of independent work (with some guidance) on a small project, or of assistance in research to an advanced graduate student or research associate. A written report must be submitted at the end of the quarter. Students may register for PHYS 29700 for as many quarters as they wish; students need not remain with the same faculty member each quarter. (L)

Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Consent of instructor and departmental counselor. Open to students who are majoring in Physics with third- or fourth-year standing.

Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor.

PHYS 31600. Advanced Classical Mechanics. 100 Units.

This course begins with variational formulation of classical mechanics of point particles, including discussion of the principle of least action, Poisson brackets, and Hamilton-Jacobi theory. These concepts are generalized to continuous systems with infinite number of degrees of freedom, including a discussion of the transition to quantum mechanics.

Terms Offered: Autumn

Prerequisite(s): PHYS 18500

PHYS 32200-32300. Advanced Electrodynamics I-II.

This two-quarter sequence covers electromagnetic properties of continuous media, gauge transformations, electromagnetic waves, radiation, relativistic electrodynamics, Lorentz theory of electrons, and theoretical optics. There is considerable emphasis on the mathematical methods behind the development of the physics of these problems.

PHYS 32200. Advanced Electrodynamics I. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 22700 and 23500

PHYS 32300. Advanced Electrodynamics II. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 32200

PHYS 32300. Advanced Electrodynamics II. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 32200

PHYS 33000. Mathematical Methods of Physics. 100 Units.

Topics include complex analysis, linear algebra, differential equations, boundary value problems, and special functions.

Terms Offered: Autumn

Prerequisite(s): PHYS 22700

PHYS 34100-34200. Advanced Quantum Mechanics I-II.

This two-quarter sequence covers wave functions and their physical content, one-dimensional systems, WKB method, operators and matrix mechanics, angular momentum and spin, two- and three-dimensional systems, the Pauli principle, perturbation theory, Born approximation, and scattering theory.

PHYS 34100. Advanced Quantum Mechanics I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): PHYS 23500

PHYS 34200. Advanced Quantum Mechanics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 34100

PHYS 34200. Advanced Quantum Mechanics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 34100

PHYS 35200. Statistical Mechanics. 100 Units.

This course covers principles of statistical mechanics and thermodynamics, as well as their applications to problems in physics and chemistry.

Terms Offered: Winter

Prerequisite(s): PHYS 19700 and 23500



POLITICAL SCIENCE

PROGRAM OF STUDY

Political science contributes to a liberal education by introducing students to concepts, methods, and knowledge that help them understand and judge politics within and among nations. A BA degree in political science can lead to a career in business, government, journalism, education, or nonprofit organizations; or it can lead to a PhD program in the social sciences or to professional school in law, business, public policy, or international relations. These are only some recent examples of options that have been chosen by our graduates.

PROGRAM REQUIREMENTS

Course Requirements

The department requires twelve political science courses. Students who write a thesis must take ten courses, plus two required courses: PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision. Students not writing a thesis must take twelve courses.

Up to four courses from outside the department may count toward these requirements. A list of pre-approved outside courses is maintained by the department and can be found below. To count other courses toward the major, students must submit a petition to the program chair, which will be reviewed on a case-by-case basis. (See the section below for more information on submitting a petition.)

Subfield Distribution Requirement

To gain a broad understanding of political science, the department believes that students should take a wide range of courses. To ensure that breadth, students must take at least one course in three of the following four subfields: Political Theory, American Politics, Comparative Politics, or International Relations. A course on Aristotle, for instance, would be classified as Political Theory (which is called subfield "A"). To identify the subfields, refer to the letter at the end of each course description. When students submit a petition asking that a course outside the department be used to meet political science requirements, they may also ask that the course count toward a specific subfield. For example, a petition might ask that a course from the Department of Philosophy be used to meet our subfield requirement in Political Theory.

The four subfields are:

A. Political Theory: the history of ancient and modern political philosophy, the history of American political thought, and several varieties of contemporary political theory

B. American Politics: American political institutions, behavior, opinions, development, and public policy

C. Comparative Politics: the politics of particular foreign countries and regions and the comparative study of particular political phenomena such as leadership or state formation

D. International Relations: theoretical approaches to the study of politics among nations, the international relations of particular regions, the foreign policies of particular countries, and such topics as international political economy and military security

Writing Requirement

Students who are majoring in political science must write one long paper. There are two paths to meeting this requirement: the Long Paper Path and the BA Thesis Path. NOTE: Students may decide in their fourth year to pursue the Long Paper Path instead of the BA Thesis Path; however, those students are reminded that they are required to complete twelve courses (excluding PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision).

The Long Paper Path. Students who do not wish to write a BA thesis must submit a form (<http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf>) to the departmental office signed by an instructor who verifies that their paper meets the following guidelines:

1. The paper must receive a grade of *B* or better; a grade of *B-* or below does not meet the requirement.
2. The paper must be twenty pages or longer, double spaced. If the course requires a shorter paper, students may ask the instructor for permission to write an extended version. The departmental requirement will be met whether the long paper is written for the course itself or is written as an extra assignment. Another option is for a student to ask an instructor to read and grade a long paper after a course is completed.
3. Students may write a long paper for any course that is used to meet requirements for the political science major (whether it is a political science course or it is, for example, a history or sociology course; and whether it is taught by a professor or by an advanced graduate student).
4. Students are responsible for obtaining an approval form (<http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf>) to verify the successful completion of this requirement from the departmental office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (<http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf>) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate. NOTE: Students complete their paper before their final quarter; the approval form should be submitted to the departmental office as soon as the writing requirement is completed.

The BA Thesis Path. Writing a BA thesis will meet the writing requirement in political science and may also qualify a student for consideration for honors; see sections below for more information. In either case, the paper is typically from

thirty-five to fifty pages in length and must receive a grade of B or higher. Students choose a suitable faculty member to supervise the writing and research process. The deadline for submitting two copies of a BA thesis to the departmental office is 4 p.m. on Friday of the fourth week of the quarter in which the student expects to graduate.

SUMMARY OF REQUIREMENTS: THE LONG PAPER PATH

12 Political Science courses *	1200
Fulfillment of the writing requirement	
Total Units	1200

* Students must take at least one course in three of the four subfields. PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision may not be used to meet this requirement.

SUMMARY OF REQUIREMENTS: THE BA THESIS PATH

10 Political Science courses *	1000
PLSC 29800 BA Colloquium	100
PLSC 29900 BA Thesis Supervision	100
Total Units	1200

* Students must take at least one course in three of the four subfields.

Independent Study

It is possible for students with extensive course work in political science to pursue more specialized topics that are not covered by regular courses. They have the option of registering for PLSC 29700 Independent Study, to be taken individually and supervised by a member of the political science faculty. Students must obtain prior consent of the program chair and the instructor, as well as submit the College Reading and Research Course Form that is available from their College adviser. The substance of the Independent Study may not be related to the BA thesis or BA research, which is covered by PLSC 29900 BA Thesis Supervision. NOTE: Only one PLSC 29700 Independent Study course may count toward requirements for the major and may be used to meet the subfield distribution requirement.

Third Year

During the Winter Quarter of their third year, students considering a major in political science will have the opportunity to attend a meeting with the program chair that will introduce the political science program, provide information about requirements, and answer questions. The time and place of this general meeting will be announced via email. To receive this announcement and other information about the Department of Political Science, students should sign up for the undergraduate email list either in the departmental office or at political-science.uchicago.edu/undergrad-listhost.shtml.

Students who plan to write a BA thesis must attend a second meeting with the program chair in Spring Quarter of their third year. This second meeting will answer questions and provide information on methods for doing research in political science, how to find an appropriate topic for a thesis, and how to choose a suitable

faculty adviser. By the end of eighth week of Spring Quarter, students who intend to write a BA thesis must have completed a brief (one or two page) proposal describing their topic, chosen a faculty adviser, and received a written agreement from the faculty adviser that he or she will supervise the project. A signed copy of the approved proposal must be filed in the departmental office. The proposal form is available here (<http://political-science.uchicago.edu/undergraduate/BA%20Thesis%20Proposal%20Form.pdf>). Students studying abroad in Spring Quarter of their third year should correspond with the program chair about their plans for the BA thesis before the end of Spring Quarter. Out-of-residence students should proceed to write their proposal and should conduct the process of choosing a faculty adviser via telephone or email.

The BA Colloquium

Students who choose to write a BA thesis are required to participate in in Autumn and Winter Quarters of their fourth year. The colloquium is designed to help students carry out their BA thesis research and to offer feedback on their progress. It meets weekly in Autumn Quarter and biweekly in Winter Quarter. Although the course meets over two quarters, it counts as a single course and has a single grade. The final grade for the colloquium is based on the student's contribution to the colloquium during both quarters. NOTE: Registration for PLSC 29800 BA Colloquium is limited to either Autumn or Winter Quarter of the fourth year, but attendance is required in both quarters. Students who plan to study abroad during Autumn or Winter Quarter of their fourth year must contact the program chair in advance to make arrangements to meet the BA Colloquium requirement.

BA Thesis Supervision

During their fourth year, students who choose to write a BA thesis must register with their BA thesis faculty adviser for one (and only one) quarter of PLSC 29900 BA Thesis Supervision. NOTE: Students are required to submit the College Course Reading and Research Form, which is available from the College advisers. The final grade for the course will be based on the grade given the BA thesis by the faculty adviser.

Double Majors

Students who plan to double major may complete the political science requirements by either the BA Thesis Path or the Long Paper Path. Students who write the BA thesis must attend the political science BA Colloquium *even if the other major requires attendance at its colloquium*.

A request to use a single BA thesis for two majors requires the approval of both program chairs on a form available from the student's College adviser. Students should consult with the departments by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both departments, is available from College advisers or at college.uchicago.edu/policies-regulations/forms-and-petitions. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation. To be considered for honors in political science, however, the thesis must be evaluated by the faculty adviser and preceptor using the criteria

specified in the section below. Students can meet the writing requirement in the Long Paper Path with a paper written for another department, but they must also meet the requirement that they complete twelve courses in political science.

GRADING

Courses that meet requirements for the major are typically taken for quality grades. However, students may take up to two courses on a *P/F* basis if they receive prior consent from the instructor.

HONORS

Students who have done exceptionally well in their course work and who write an outstanding BA thesis are recommended for honors. A student is eligible for honors if the GPA in the major is 3.6 or higher and the overall GPA is 3.0 or higher at the beginning of the quarter in which the student intends to graduate. Students who wish to be considered for honors are required to register for PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision and to submit a BA thesis.

Courses Taken on Campus in Other Departments

Students may count up to four courses outside the Department of Political Science toward political science courses required for the major.

Students may choose from the list of pre-approved courses at the end of this section without submitting a petition. For updates to this list, visit the departmental office or the department's website at political-science.uchicago.edu. The department also maintains a list of courses that students routinely ask about that it has denied.

Other courses that are offered by other departments at the University of Chicago will be considered on a case-by-case basis. Such courses must have political science content and must deploy methodology relevant to the study of political science. Students must submit a formal petition to the program chair that presents a clear, complete statement of the student's request and the student's reasons for the request. The petition must include the name of the course instructor, the course title, and the course number; and, if possible, a course syllabus should be attached to the petition. Students may submit petitions soon after completing a course, but, because not all petitions are approved, it is preferable to obtain prior consent. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. For more information, visit college.uchicago.edu/policies-regulations/forms-and-petitions.

Transfer Credit

Students transferring from other institutions who wish to apply credit to their political science major for course work taken at another institution should petition the program chair shortly after matriculation. The petition should include a complete description of the course and professor; and, if possible, a course syllabus should be attached to the petition. If the petition is approved, up to four courses outside the department may be counted toward a political science major. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. NOTE: A one-semester course at

another institution that grants at least three semester hours equals one course in the major at the University of Chicago.

Courses Taken Elsewhere

Students registered at the University of Chicago who wish to receive credit for courses taken at other institutions must receive approval. Students may submit petitions soon after completing a course, but, because not all petitions are approved, it is preferable to obtain prior consent. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. Credit will be granted only for courses that meet departmental standards, whether they are taken at institutions within the United States or abroad.

University students who wish to receive credit for courses taken abroad should petition the program chair within one quarter of their return. NOTE: The Office of the Dean of Students in the College must also approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a study abroad program that is sponsored by the University of Chicago. For more information, visit college.uchicago.edu/newstudents/examination-credit-and-transfer-credit.

COURSES OUTSIDE POLITICAL SCIENCE THAT WILL BE APPROVED

Students may draw on the following courses to count toward political science courses required for the program. Some courses may not be offered every year, and other courses will be considered on a case-by-case basis. For updates, visit political-science.uchicago.edu or the departmental office. Please note that students may choose from this pre-approved list without submitting a petition; any of these courses will automatically count as one of the four courses outside the Department of Political Science that may be used for the major.

ANTH 21254 Intensive Study of a Culture: Pirates (C)

ANTH 21264 Intensive Study of a Culture: Political Struggles of Highland Asia (C)

ANTH 21316 Modern Readings in Anthropology: Militarization (C)

ANTH 21318 Language, Politics, and Identity (C)

ANTH 22000 Anthropology of Development (C)

ANTH 22205 Slavery and Unfree Labor (C)

ANTH 22715 Weber, Bakhtin, Benjamin (A)

ANTH 25235 NGOs and Humanitarian Subjects (C)

ANTH 29715 The Politics of Ethnicity in Burma (C)

BPRO 22400 The Ugly American Comes Home (B)

BPRO 28100 What Is Enlightenment? (A)

BPRO 29000 Energy and Energy Policy (B)

EALC 22501 Political and Intellectual History of China in the Middle Period, A.D. 150-650 (C)

EALC 22630 Democratization of South Korea in Literature and Visual Drama (C)

EALC 25001 Change, Conflict, and Resistance in Twentieth-Century China (C)
ECON 20710 Game Theory: A Formal Approach (A)
ECON 22300 Business Ethics in Historical Perspective (B)
ECON 26010 Public Finance (B)
ECON 28600 Economic Analysis of Law (B)
ECON 28700 The Economics of Crime (B)
EEUR 24500 Cult of Personality: Hitler, Stalin, and Mao (C)
ENST 21800 Economics and Environmental Policy (B)
ENST 23100 Environmental Law (B)
ENST 24101 U.S. Environmental Politics (B)
ENST 24102 Environmental Politics (B)
ENST 24400 Is Development Sustainable? (B)
ENST 24700 Environmental Policy (B)
ENST 24701 U.S. Environmental Policy (B)
ENST 24900 Global Environmental Politics (C)
FNDL 21603 Machiavelli and Machiavellism (A)
FNDL 22301 The Ethics of Albert Camus (A)
FNDL 22704 Plato's Republic (A)
FNDL 24401 American Originals: Franklin and Lincoln (A)
GEOG 25300 Seminar: Problems in the Human Geography of the Middle East (C)
GNSE 23304 Women and Power: Rights Politics in International Perspective (A)
GNSE 27700 Pragmatism, Feminism, and Democracy (A)
HIJD 41801 Religion, Culture and Politics (A)
HIJD 47705 Jewish Political Theology (A)
HIST 12100 War in the Middle Ages (D)
HIST 13801 Post Soviet Union, 1945 to 1953 (C)
HIST 17202 Globalization (C)
HIST 17702 War in American Society: Violence, Power and the State (B)
HIST 18000 War in Modern American Society (B)
HIST 18500 Politics of Film in Twentieth-Century American History (B)
HIST 18600 (B)
HIST 21500 John Locke in Historical Context (A)
HIST 22706 Slavery and Freedom in the Atlantic World (C)
HIST 22800 Machiavelli and Renaissance Italy (A)
HIST 23301 Europe, 1660-1830 (C)
HIST 23303 Europe, 1930-Present (C)
HIST 23004 Montesquieu and the Enlightenment (A)

- HIST 23401 (C)
- HIST 23702 Soviet History Survey (C)
- HIST 24402 History and Popular Culture in Japan (C)
- HIST 24702 Globalization and Asia (C)
- HIST 25300 American Revolution, 1763 to 1789 (B)
- HIST 25306 History of Modern Economic Thought (A)
- HIST 25600 (C)
- HIST 25902 (C)
- HIST 26206 The "Southern" Age of Revolution (C)
- HIST 26311 Great Migrations (B)
- HIST 26405 US Imperialism in Latin America (C)
- HIST 26601 Postcolonial Theory (A)
- HIST 26802 Colonial Rule in South Asia (C)
- HIST 27010 Politics of Reproduction in Historical Perspective (B)
- HIST 27108 The Politics of Mass Incarceration, 1945-Present (B)
- HIST 27301 War, Gender, and Sexuality in Twentieth-Century America (B)
- HIST 27400 (B)
- HIST 27705 (B)
- HIST 27900 Asian Wars of the Twentieth Century (C)
- HIST 27901 Asia American History (B)
- HIST 28102 Business History in the Late 20th Century (B)
- HIST 28400 Modern American Legal History (B)
- HIST 28402 US and the World Since 1945 (B)
- HIST 28404 (B)
- HIST 28604 (B)
- HIST 29410 Cultural Globalization: History and Theory (D)
- HIST 29500 Law and Social Theory (A)
- HIST 29507 Overcoming Torture: Past and Present (C)
- HIST 29600 Chicago and the South Side (B)
- HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights (A)
- HMRT 20200 Human Rights II: History and Theory (A)
- HMRT 20300 Human Rights III: Contemporary Issues in Human Rights (A)
- HMRT 20500 Human Rights and International Relations (D)
- HMRT 21200 Armed Conflict and Politics of Humanitarian Action (D)
- HMRT 22230 State Collapse and State Reconstruction (D)
- HMRT 23630 Secularism and Religious Freedom in America and South Asia (C)
- HMRT 24701 Human Rights: Alien and Citizen (D)

HMRT 26101 Accountability for International Human Rights Abuses **(D)**

HMRT 26300 Practices of Othering and the Logic of Human Rights Violations **(D)**

HMRT 26400 What is a Human? The New Sciences, the Nature/Culture Divide and Human Rights **(A)**

HMRT 27400 Sex Trafficking and Human Rights **(A)**

HMRT 27500 **(D)**

HMRT 28602 Health Care and the Limits of State Action **(D)**

HMRT 29500 Reason & Passion: The Strange Alchemy of Life and Law **(D)**

HUMA 23801 **(A)**

INST 23101 Contemporary Global Issues I **(D)**

INST 23102 Contemporary Global Issues II **(D)**

INST 23310 Do POWs Have Rights? The Geneva Conventions from 1864 to Today **(D)**

INST 27301 The Politics of Global Governance **(D)** *NOTE: INST 27301 may be used as a "regular" political science course in the major; it will not be counted as a petitioned course.*

INST 27405 Seminar on Nuclear Proliferation **(D)** *NOTE: INST 27405 may be used as a "regular" political science course in the major; it will not be counted as a petitioned course.*

INST 27605 War, Sovereignty and the Subject of International Politics **(D)**

INST 28201 Chinese Foreign Policy **(D)**

INST 28250 The Global Condition **(D)**

INST 28303 Introduction to European Issues **(D)**

INST 28400 Lectures on International Organizations **(D)**

INST 28530 Critical Theories of the Hyper-Modern **(D)**

INST 28801 Propaganda States of the Twentieth Century **(C)**

INST 29302 U.S. Intervention in Latin America **(D)**

INST 29315 American Globalization: 1607 to Present **(D)**

INST 29500 Transnationalism **(D)**

LLSO 22400 Rhetorical Theories of Legal Reasoning **(A)**

LLSO 24300 American Law and the Rhetoric of Race **(B)**

LLSO 24711 Lincoln: Slavery, War, and the Constitution **(A)**

LLSO 27401 American Originals: Franklin and Lincoln **(A)**

MATH 19510 Mathematics Methods for Social Sciences I **(A)**

MATH 19520 Mathematical Methods for Social Sciences **(A)**

MATH 19610 Mathematics Methods for Social Sciences II **(A)**

MATH 19620 Linear Algebra **(A)**

MATH 20300 Analysis in \mathbb{R}^n I **(A)**

MATH 20400 Analysis in \mathbb{R}^n II **(A)**

MATH 20500 Analysis in R^n III (A)
NEHC 20505 Jews Under Islamic Rule (C)
NEHC 20511 Islam and the State (A)
PBPL 20000 Economics for Public Policy (B)
PBPL 22100 Politics and Policy (B)
PBPL 22300 Problems of Public Policy Implementation (B)
PBPL 24751 The Business of Non-Profits: The Evolving Social Sector (B)
PBPL 25300 Social Welfare in the United States (B)
PBPL 25405 Child Poverty and Chicago Schools (B)
PBPL 25630 Poverty, Work, and Family Policy (B)
PBPL 25800 Public Choice (B)
PBPL 26200 Field Research Project in Public Policy I (B)
PBPL 26300 Field Research Project in Public Policy II (B)
PBPL 26400 Quantitative Methods in Public Policy (A)
PBPL 26709 Public Policy: The Great Books and Articles (B)
PBPL 26920 Identity, Advocacy and Public Policy in Chicago (B)
PBPL 27501 Regulating Speech (B)
PBPL 27705 Human Rights and World Politics (C)
PBPL 28501 Process and Policy in State and City Government (B)
PBPL 29304 Urban Neighborhoods, Urban Schools (B)
PHIL 20703 The Social Contract Theorists (A)
PHIL 21000 Introduction to Ethics (A)
PHIL 21300 Torture and Contemporary Moral Thought (A)
PHIL 21423 (A)
PHIL 21580 Libertarianism (A)
PHIL 21600 Political Philosophy (A)
PHIL 21605 Justice (A)
PHIL 24410 Human Rights and Human Nature: Philosophical Approaches (A)
PHIL 24790 (A)
PHIL 24800 Foucault and The History of Sexuality (A)
PHIL 27504 Plato's Republic (A)
PPHA 32501 Red State, Blue State: Public Opinion, Elections and Policy (B)
PSYC 23850 Groups: Attachment, Conflict and Resolution (B)
PSYC 23900 (B)
PSYC 24300 Qualitative Methods in Social Sciences (A)
PSYC 32550 Psychology of Ideology (A)
SALC 20700 Critics of Colonialism (A)

SALC 20702 Colonizations III **(A)**

SOCI 20005 Sociological Theory **(A)**

SOCI 20102 Social Change **(A)**

SOCI 20103 Social Stratification **(A)**

SOCI 20111 Survey Analysis I **(A)**

SOCI 20116 Global-Local Politics **(B)**

SOCI 20120 Urban Policy Analysis **(B)**

SOCI 20138 **(B)**

SOCI 20146 Culture and Politics **(B)**

SOCI 20169 Global Society and Global Culture: Paradigms of Social and Cultural Analysis **(C)**

SOCI 20171 **(B)**

SOCI 20173 Inequality: Race, Class, Gender, and Neighborhood in American Society **(B)**

SOCI 20184 Political Culture, Social Capital, and the Arts **(B)**

SOCI 20193 Religious Politics in the Neo-Liberal Epoch **(C)**

SOCI 20209 Culture and Social Networks **(B)**

SOCI 21800 Social and Political Movements **(B)**

SOCI 22700 Urban Structure and Process **(B)**

SOCI 23100 Revolutions and Rebellions in Twentieth-Century China **(C)**

SOCI 23500 Political Sociology **(B)**

SOCI 25500 Survey Research Overview **(A)**

SOCI 26900 Globalization: Empirical/Theoretical Elements **(C)**

SOCI 27900 Global-Local Politics **(B)**

SOCI 28050 Understanding Social Change in China **(C)**

SOSC 20600 Qualitative Methods in the Social Sciences **(A)**

STAT 22000 Statistical Methods and Applications **(A)**

STAT 23400 Statistical Models and Methods **(A)**

Courses Outside Political Science That Will Not Be Approved

Many students ask about the following courses. Petitions will be denied to use courses on this list for political science credit.

ECON 19800 Introduction to Microeconomics

ECON 19900 Introduction to Macroeconomics

ECON 20000 The Elements of Economic Analysis I

ECON 20100 The Elements of Economic Analysis II

ECON 22200 Topics in American Economic History

ECON 26600 Economics of Urban Policies

Any introductory civilization studies courses.

AP 5 Statistics.

POLITICAL SCIENCE COURSES

PLSC 20693. Psychology of Power: Hobbes, Spinoza, & Nietzsche. 100 Units.

This seminar will examine the development of the concept of power as a psychological principle in Hobbes, Spinoza, and Nietzsche. The moderns give unprecedented significance to the notion of power, especially making it a central term of analysis for moral psychology and political philosophy. What is power? In what sense do human beings desire power, and is this desire good or bad? Does an inclination to power come from the passions or reason? What is the importance of scientific or theological meanings of power for the psychological-political concept? We will consider the relation between the modern notion of power and classical liberal understandings of natural right, liberty and equality, the sovereign state, and war and peace. What is achieved, theoretically and politically, by explaining human phenomena through a concept of power, and what is sacrificed?

Instructor(s): Brian Bitar Terms Offered: Winter 2013

Equivalent Course(s): FNDL 20601, SCTH 20693

PLSC 20800. Machiavelli: The Prince and Discourses. 100 Units.

This course is a reading and discussion of *The Prince* and the *Discourses on Livy*, supplemented by portions of Livy's *History of Rome*. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political roles of pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, and fortune; the relevance of ancient history to modern experience; reading and writing; and theory and practice.(A)

Instructor(s): N. Tarcov Terms Offered: Autumn

Equivalent Course(s): FNDL 29300, PLSC 32100, SCTH 31710, LLSO 21710

PLSC 22200. Introduction to Political Economy of Development. 100 Units.

This course introduces the political economy of development. Our key question is: Why is life in some countries and regions "better" than in others? We explore different approaches to this question, using theories from economics and politics. Along the way, we examine a selection of topics of substantive interest that may include poverty, inequality, corruption, gender and development, health, the rule of law, microcredit, and remittances. (C)

Instructor(s): A. Simpson Terms Offered: Spring

Prerequisite(s): Advanced standing.

PLSC 22400. Public Opinion. 100 Units.

What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation. (B)

Instructor(s): J. Brehm Terms Offered: Winter

Equivalent Course(s): CRES 22400,LLSO 26802

PLSC 22600. Introduction to Political Philosophy. 100 Units.

In this course we will first investigate what it is for a society to be just. Among the questions we will consider in this portion are the following: In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? Authors to be discussed here include John Rawls, Robert Nozick, and G. A. Cohen. In the second portion of the course we will consider one pressing injustice in society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Autumn

Equivalent Course(s): GNSE 21601,LLSO 22612,PHIL 21600

PLSC 22825. Philosophy and Public Education. 100 Units.

This course will critically survey the various ways in which philosophy curricula are developed and used in different educational contexts and for different age groups. Considerable attention will be devoted to the growing movement in the U.S. for public educational programs in precollegiate philosophy.

Instructor(s): R. Schultz Terms Offered: Spring

Equivalent Course(s): PHIL 22820

PLSC 24001. Leviathan. 100 Units.

A close reading of the entirety of Thomas Hobbes' *Leviathan*. (A)

Instructor(s): J. Cooper Terms Offered: Autumn

Equivalent Course(s): FNDL 22214,PLSC 34001

PLSC 24500. Hannah Arendt's *The Human Condition*. 100 Units.

This seminar will be devoted to a reading of Hannah Arendt's *The Human Condition* (1958), one of the most influential works of political theory written in the twentieth century. Through careful study of the meaning and function of Arendt's often-puzzling distinctions among "public," "private" and "social" and among "labor," "work," and "action," we'll try to understand her account of the significance and prospects of human activity, including especially political activity, in modernity. Topics of special concern may include: the relation between philosophy and politics; Arendt's relationship to Marx and to the Marxist critique of capitalism; the meanings of work and leisure in the twentieth century and beyond; the nature and basis of political power and freedom; the relations between art and politics; the significance of city life for politics; and many others. While *The Human Condition* will be at the center of the course, the book will be supplemented and framed by other material, including essays on related subjects by Arendt; excerpts from some of the other thinkers with whom Arendt was in conversation; and material by later writers that will help us situate Arendt in the larger contexts of twentieth-century intellectual life, and which will also give us different angles on some of the key issues in Arendt's book. (A)

Instructor(s): P. Markell Terms Offered: Spring
Equivalent Course(s): PLSC 34500, FNDL 22212

PLSC 25610. Authority, Obligation, and Dissent. 100 Units.

What is the basis of political authority? What, if anything, makes it legitimate? Under what conditions are we obliged to follow the laws and orders of government authorities? Under what conditions can we legitimately disobey such laws or orders, or even engage in violent rebellion? How have some of the most influential political thinkers answered such questions historically and which of their theories are most helpful for illuminating these issues for us today? Readings include classic writings by Plato, Hobbes, Locke, Burke, Paine, Kant, Thoreau, Gandhi, Fanon, and Martin Luther King, Jr. (A)

Instructor(s): S. Muthu Terms Offered: Winter
Equivalent Course(s): LLSO 25610

PLSC 26100. To Hell with the Enlightenment. 100 Units.

This course's aims are twofold: (1) to introduce the student to some of the writings attacking the Enlightenment in the nineteenth and twentieth centuries; and (2) show how these writings created a concept of political modernism and a theory of the aesthetic state. Among others, we read Schiller, Schopenhauer, Kierkegaard, Croce, Mead, Mussolini, and A. Rosenberg. (A)

Instructor(s): B. Silberman Terms Offered: Winter

PLSC 26109. Core Values of the West. 100 Units.

This course examines the fundamental values of liberal Western democracies, including freedom of speech and religion, equality under law, individual autonomy, religious toleration, and property rights. We consider what these values mean, their historical origins and development, and debates about them in theory and in practice. This course is divided between lectures, which present each topic, and discussions. (A)

Instructor(s): C. Lipson Terms Offered: Winter

Prerequisite(s): At least two prior college-level courses in U.S. or European history.

Equivalent Course(s): LLSO 26109

PLSC 26201. New Media and Politics. 100 Units.

Throughout history "new media," for better or worse, have on occasion transformed politics. The use of radio to share Roosevelt's fireside chats and of television to broadcast the Civil Rights Movement are recognized as landmark moments when "new media," intersecting with political life, changed the course of political engagement. Today's "new media" (the Internet, digital media production, and computer games) may also radically change how we think about and engage in politics. This course will explore the historical and potential impact of new media on politics. (B)

Instructor(s): C. Cohen Terms Offered: Winter

Equivalent Course(s): CRES 26201, AFAM 26201

PLSC 27103. Islam Online. 100 Units.

Research seminar for advanced undergraduates and graduate students on Islam and politics online. The broad themes with which this course will engage include: religion and technological change, interpretive approaches to big data, state power, media and social network activism. (C)

Instructor(s): I. Hussin Terms Offered: Winter

Note(s): Attendance at the first meeting is required for enrollment.

Equivalent Course(s): PLSC 37103

PLSC 27216. Machiavelli's Political Thought. 100 Units.

This course is devoted to the political writings of Niccolò Machiavelli. Readings include *The Prince*, *Discourses on Livy's History of Rome*, selections from the *Florentine Histories*, and Machiavelli's proposal for reforming Florence's republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)

Instructor(s): J. McCormick Terms Offered: Winter

Prerequisite(s): Prior consent of instructor.

Equivalent Course(s): LLSO 28200, PLSC 52316, FNDL 28102

PLSC 27403. Carl Schmitt's Political Thought. 100 Units.

This course is devoted to the political thought of controversial conservative Weimar lawyer and National Socialist partisan, Carl Schmitt. We will read and discuss his major works on sovereignty, the exception, legal theory, parliamentary government, liberalism versus democracy, and "the political." Students are expected to come to the first session having read *Political Theology* in its entirety. (A)

Instructor(s): J. McCormick Terms Offered: Autumn

Prerequisite(s): Prior consent of instructor.

Note(s): Seven week course to commence in Week 4.

Equivalent Course(s): PLSC 47403,FNDL 28305

PLSC 27702. Political Leadership: Historical and Contemporary Perspectives. 100 Units.

This course will examine both classical and contemporary analyses of leadership, with a particular focus on the relationship between executive authority and democratic politics. We will read traditional authors such as Cicero, Livy, Plutarch and Machiavelli as well as contemporary analyses of modern political leadership, especially of the American Presidency. (A)

Instructor(s): W. Howell, J. McCormick Terms Offered: Winter

Note(s): Limited enrollment.

Equivalent Course(s): PLSC 37702,LLSO 27704

PLSC 27815. Politics and Public Policy in China. 100 Units.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed. (C)

Instructor(s): D. Yang Terms Offered: Winter

PLSC 28000. Organization, Ideology, and Political Change. 100 Units.

This course centers on the comparative analysis of the emergence and institutionalization of public bureaucracies in the United States, Great Britain, France, Germany, Japan, and the former Soviet Union. The aim is to see whether there are distinctly different patterns of organizational rationality or whether bureaucracies are all culturally unique. (C)

Instructor(s): B. Silberman Terms Offered: Autumn

Equivalent Course(s): LLSO 26503,PLSC 38000

PLSC 28100. Russian Politics. 100 Units.

One of the major world powers, Russia commands a nuclear arsenal and vast energy reserves. This course will help us to understand Russia's political development which is inextricable from the country's history and economy. After reviewing some milestones in Soviet history, we shall focus on the developments since the fall of the 'evil empire.' Political institutions, economy, foreign policy, and social change will all receive some attention. (C)

Instructor(s): S. Markus Terms Offered: Winter

PLSC 28300. Seminar on Realism. 100 Units.

The aim of this course is to read the key works dealing with the international relations theory called "realism." (D)

Instructor(s): J. Mearsheimer Terms Offered: Spring

Note(s): Limited enrollment.

PLSC 28400. American Grand Strategy. 100 Units.

This course examines the evolution of American grand strategy since 1900, when the United States first emerged on the world stage as a great power. The focus is on assessing how its leaders have thought over time about which areas of the world are worth fighting and dying for, when it is necessary to fight in those strategically important areas, and what kinds of military forces are needed for deterrence and war-fighting in those regions. (D)

Instructor(s): J. Mearsheimer Terms Offered: Winter

Equivalent Course(s): PLSC 49500

PLSC 28615. Politics and Human Nature. 100 Units.

This course explores commonalities among psychoanalytic theory, Buddhism, and studies of emotions and brain physiology, particularly as they relate to questions of the self and political life. In addition to exploring each of these theories, we investigate particular questions (e.g., inevitability of conflict, dynamics of obedience and authority, emotional power of ideology, and non-Western understandings of human consciousness). (A)

Instructor(s): E. Oliver Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing.

Note(s): Class limited to fifteen students.

Equivalent Course(s): LLSO 28613

PLSC 28710. Democracy and the Politics of Wealth Redistribution. 100 Units.

How do political institutions affect the redistribution of wealth among members of a society? In most democracies, the distribution of wealth among citizens is unequal but the right to vote is universal. Why then have so many newly democratic states transitioned under conditions of high inequality yet failed to redistribute? This course explores this puzzle by analyzing the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government's capacity or incentives to redistribute wealth. Topics include economic inequality and the demand for redistribution, the difference in redistribution between democracy and dictatorship, the role of globalization in policymaking, and the effects of redistribution on political stability and change. (C)

Instructor(s): M. Albertus Terms Offered: Autumn

Equivalent Course(s): LLSO 28710

PLSC 28900. Strategy. 100 Units.

This course covers American national security policy in the post-cold war world, especially the principal issues of military strategy that are likely to face the United States in the next decade. This course is structured in five parts: (1) examining the key changes in strategic environment since 1990, (2) looking at the effects of multipolarity on American grand strategy and basic national goals, (3) focusing on nuclear strategy, (4) examining conventional strategy, and (5) discussing the future of war and peace in the Pacific Rim. (D)

Instructor(s): R. Pape Terms Offered: Spring

Equivalent Course(s): PLSC 39900

PLSC 29000. Introduction to International Relations. 100 Units.

This course introduces main themes in international relations that include the problems of war and peace, conflict and cooperation. We begin by considering some basic theoretical tools used to study international politics. We then focus on several prominent security issues in modern international relations, such as the cold war and post-cold war world, nuclear weapons, nationalism, and terrorism. We also deal with economic aspects of international relations, such as globalization, world trade, environmental pollution, and European unification. (D)

Instructor(s): C. Lipson Terms Offered: Autumn

Equivalent Course(s): PLSC 39800

PLSC 29201. Ethnic Rights. 100 Units.

The aim of this undergraduate course is to examine the emergence of cultural rights within the broader human rights movement. Indeed, cultural or ethnic rights were part of a third generation of human rights which moves beyond purely civil and political rights, to definitions that include social, economic and cultural rights.

Among the many rights embedded in the notion of cultural rights are the rights to political and cultural autonomy, natural resources, and territory, typically for indigenous peoples. In this course, we analyze how these cultural rights emerged in international human rights institutions and discourse, as well as how they have been translated back into, and transformed by, local political struggles around the world. Throughout the course, the students will have the chance to learn from and engage with a number of organizations and activists in Chicago that work on indigenous and cultural rights. (C)

Instructor(s): T. Paschel Terms Offered: Spring

Equivalent Course(s): LLSO 29201

PLSC 29401. Arab Uprisings. 100 Units.

This course examines the reasons for and variations in contemporary uprisings in the Middle East. At once theoretical and empirical, the class focuses on events in Tunisia, Egypt, Yemen, Syria, and Libya and considers them in relation to prevailing social scientific theories of change and management. We shall cover the following topics: the causes and meanings of “revolution;” the rise of new social movements in a neoliberal era; the various roles of the military; vigilante justice; the importance of digital publics; popular culture and artistic practices in the context of ongoing tumult; generational conflict; the causes of civil war; authoritarianism and its “reinvention(s);” practices of piety and the role of Islam; and the politics of foreign intervention. (C)

Instructor(s): L. Wedeen Terms Offered: Spring

Equivalent Course(s): PLSC 39401

PLSC 29500. Drugs, Guns, and Money: The Politics of Criminal Conflict. 100 Units.

This course examines armed conflict between states and criminal groups, with a focus on Latin America’s militarized drug wars. Why do states decide to crack down on cartels, and why do cartels decide to fight back? Are drug wars “insurgencies”? If so, can they be won? Why does drug violence vary over time, over space, and between market sector? We will study these issues from historical, economic, criminological, and cultural perspectives. Throughout, we focus on the interplay of domestic and international politics in formulating and enforcing drug policy. (C)

Instructor(s): B. Lessing Terms Offered: Spring

Equivalent Course(s): LLSO 27307

PLSC 29700. Independent Study. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and program chair.

Note(s): Students are required to submit the College Reading and Research Course Form.

PLSC 29800. BA Colloquium. 100 Units.

The colloquium is designed to help students carry out their BA thesis research and offer feedback on their progress. The class meets weekly in Autumn Quarter and every other week in Winter Quarter.

Terms Offered: Autumn, Winter

Note(s): Required of fourth-year students who are majoring in political science majors and plan to write a BA thesis. Students participate in both Autumn and Winter Quarters but register only once (in either Autumn or Winter Quarter). PLSC 29800 counts as a single course and a single grade is reported in Winter Quarter.

PLSC 29900. BA Thesis Supervision. 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Terms Offered: Summer, Autumn, Winter, Spring

Note(s): Required of fourth-year students who are majoring in political science and plan to write a BA thesis. Students are required to submit the College Reading and Research Course Form.

PLSC 30200. Political Economy for Public Policy. 100 Units.

This course is designed to serve three interrelated goals. It is an introduction to core concepts in the study of political economy. These concepts include collective action, coordination, and commitment problems; externalities and other forms of market failure; principal-agent relationships; problems of preference aggregation; and agenda setting and voting. The course also introduces basic concepts in game theory, including Nash equilibrium, subgame Perfection, and repeated games. It is not, however, a suitable substitute for a game theory course for doctoral students in the social sciences. Finally, the course provides an overview of some of the key insights from the field of political economy on how institutions shape and constrain the making of public policy, with special attention to various ways in which governments can and cannot be held accountable to their citizens.

Instructor(s): E. Bueno de Mesquita Terms Offered: Fall

Equivalent Course(s): PPHA 30800, INRE 30800

PLSC 30300. Survey of American Politics. 100 Units.

A survey of some of the main themes, topics and approaches in the study of American politics and government. (B)

Instructor(s): E. Oliver Terms Offered: Autumn

PLSC 30500. Introduction to Data Analysis. 100 Units.

This course is an introduction to the research methods practiced by quantitative political scientists. The first part lays out the enterprise of empirical research: the structure and content of theories, the formulation of testable hypotheses, the logic of empirical tests, and the consideration of competing hypotheses. The second part considers the implementation of empirical research: the potential barriers to valid inferences, the strengths and limitations of research designs, and empirical representations of theoretical constructs. The final part provides hands-on experience with the two kinds of analyses most frequently performed by quantitative political researchers: contingency tables and regression. (E)

Instructor(s): M. Dawson Terms Offered: Autumn

Prerequisite(s): Open to Political Science Ph.D. students only.

PLSC 30600. Causal Inference. 100 Units.

This is the second course in quantitative methods in the University of Chicago's political science Ph.D. program. The course serves as both an introduction for the mechanisms by which political scientists draw causal inferences using quantitative data as well as an introduction for the basic statistical tools necessary for quantitative research in the social sciences. (E)

Instructor(s): A. Simpser Terms Offered: Winter

PLSC 30700. Introduction to Linear Models. 100 Units.

This course will provide an introduction to the linear model, the dominant form of statistical inference in the social sciences. The goals of the course are to teach students the statistical methods needed to pursue independent large-n research projects and to develop the skills necessary to pursue further methods training in the social sciences. Part I of the course reviews the simple linear model (as seen in Stat 220 or its equivalent) with attention to the theory of statistical inference and the derivation of estimators. Basic calculus and linear algebra will be introduced. Part II extends the linear model to the multivariate case. Emphasis will be placed on model selection and specification. Part III examines the consequences of data that is "poorly behaved" and how to cope with the problem. Depending on time, Part IV will introduce special topics like systems of simultaneous equations, logit and probit models, time-series methods, etc. Little prior knowledge of math or statistics is expected, but students are expected to work hard to develop the tools introduced in class. (E)

Instructor(s): M. Hansen Terms Offered: Spring

PLSC 32100. Machiavelli: The Prince and Discourses. 100 Units.

This course is a reading and discussion of *The Prince* and the *Discourses on Livy*, supplemented by portions of Livy's *History of Rome*. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political roles of pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, and fortune; the relevance of ancient history to modern experience; reading and writing; and theory and practice. (A)

Instructor(s): N. Tarcov Terms Offered: Autumn

Equivalent Course(s): FNDL 29300, SCTH 31710, LLSO 21710, PLSC 20800

PLSC 33200. History of International Thought. 100 Units.

The field of International Relations long traced its history through traditions and conceptions (realism, liberalism, anarchy, international society) understood to be derived from a series of founding figures and moments--Grotius, Hobbes, Kant, the 1648 Westphalia treaties, and others. At the same time, the history of international thought was until recently relatively neglected by political theorists and intellectual historians. This course examines some of the most influential "originary" figures and moments for theorists of international relations, alongside recent historical work, in order to reconsider possibilities for international theory and the history of international thought. (A)

Instructor(s): J. Pitts Terms Offered: Spring

Equivalent Course(s): HMRT 33200

PLSC 33300. Interpretive Methods in the Social Sciences. 100 Units.

This course is designed to provide students with an introduction to interpretive methods in the social sciences. Students will learn to "read" texts and images while also becoming familiar with contemporary thinking about interpretation, narrative, ethnography, and social construction. Among the methods we shall explore are: semiotics, hermeneutics, ordinary language theory, and discourse analysis. (E)

Instructor(s): L. Wedeen Terms Offered: Spring

PLSC 33800. Nietzsche's Critique of Modernity. 100 Units.

An examination of Nietzsche's mature philosophical thought, with special attention to *Thus Spoke Zarathustra*, *Beyond Good and Evil*, and *On the Genealogy of Morals*. (A)

Instructor(s): R. Gooding-Williams Terms Offered: Spring

PLSC 34001. Leviathan. 100 Units.

A close reading of the entirety of Thomas Hobbes' *Leviathan*. (A)

Instructor(s): J. Cooper Terms Offered: Autumn

Equivalent Course(s): PLSC 24001, FNDL 22214

PLSC 34301. Topics in Black Politics. 100 Units.

Instructor(s): M. Dawson Terms Offered: Winter

PLSC 34500. Hannah Arendt's *The Human Condition*. 100 Units.

This seminar will be devoted to a reading of Hannah Arendt's *The Human Condition* (1958), one of the most influential works of political theory written in the twentieth century. Through careful study of the meaning and function of Arendt's often-puzzling distinctions among "public," "private" and "social" and among "labor," "work," and "action," we'll try to understand her account of the significance and prospects of human activity, including especially political activity, in modernity. Topics of special concern may include: the relation between philosophy and politics; Arendt's relationship to Marx and to the Marxist critique of capitalism; the meanings of work and leisure in the twentieth century and beyond; the nature and basis of political power and freedom; the relations between art and politics; the significance of city life for politics; and many others. While *The Human Condition* will be at the center of the course, the book will be supplemented and framed by other material, including essays on related subjects by Arendt; excerpts from some of the other thinkers with whom Arendt was in conversation; and material by later writers that will help us situate Arendt in the larger contexts of twentieth-century intellectual life, and which will also give us different angles on some of the key issues in Arendt's book. (A)

Instructor(s): P. Markell Terms Offered: Spring
Equivalent Course(s): FNDL 22212, PLSC 24500

PLSC 34714. Chinese Politics in Comparative Perspective. 100 Units.

This is a research-oriented seminar for graduate students interested in conducting their own research on Chinese politics. Topics covered have included state-building, the changing dynamics of Communist rule, the political economy of reform and development, and state-society relations. China's development will also be considered in comparative perspective and in view of developments in political science. (C)

Instructor(s): D. Yang Terms Offered: Winter

PLSC 35200. Political Theory and Social Neuroscience. 100 Units.

This course utilizes recent advances in cognitive neuroscience to investigate claims by political theorists (both classical and contemporary) about human nature and political organization. Topics include the inter-relationship between affective and cognitive information processes, the physiology of morality, the meaning of self-governance, and the possibility for making essential claims about human nature, particularly as they relate to processes of political organization. Readings will draw from both the political science canon as well as recent journals and books in neuroscience. (A)

Instructor(s): E. Oliver Terms Offered: Autumn

PLSC 35901. Enlightenment Political Thought. 100 Units.

Instructor(s): S. Muthu Terms Offered: Spring

PLSC 36100. Civil War. 100 Units.

Civil war is the dominant form of political violence in the contemporary world. This graduate seminar will introduce students to cutting edge scholarly work and to the task of carrying out research on internal conflict. We will study the origins, dynamics, and termination of civil wars, as well as international interventions, post-conflict legacies, and policy responses to war. A variety of research approaches will be explored, including qualitative, quantitative, and interpretive methods, micro- and macro-level levels of analysis, and sub- and cross-national comparative designs. Our emphasis throughout will be on designing rigorous research that persuasively addresses important questions. (D)

Instructor(s): P. Staniland Terms Offered: Spring

PLSC 36201. Race, Ethnicity and Politics in Comparative Perspective. 100 Units.

The primary objective of this course is to offer a comparative approach to understanding the relationship between race, inequality, and politics. It focuses primarily on examples from Latin America and the United States, and is organized in three sections. In the first, we explore the relationship between capitalist expansion, the modern-nation, state and the socio-historical construction of "race". In the second section, we explore differences in political elites' approaches to the question of race in the period of nation building. We discuss how different ethno-racial groups were incorporated into, or excluded from, the nation both through legal institutions and nationalist ideologies. In the final section, we analyze the emergence of black and indigenous social movements as a critical response to the failure of the nationalist project. Throughout the course we analyze the different ways race, ethnicity, and identity are understood in these distinct contexts, and also explore how race intersects with other axes of power, such as class and gender. (C)

Instructor(s): T. Paschel Terms Offered: Autumn

Equivalent Course(s): LACS 36201

PLSC 36601. Political Philosophy and Race. 100 Units.

An examination of some selected, recent treatments of race, racial oppression and racial politics by contemporary philosophers and political theorists. Readings likely to include the work of Tommie Shelby, Elizabeth Anderson, Thomas McCarthy and David Scott among others. (A)

Instructor(s): R. Gooding-Williams Terms Offered: Autumn

PLSC 37103. Islam Online. 100 Units.

Research seminar for advanced undergraduates and graduate students on Islam and politics online. The broad themes with which this course will engage include: religion and technological change, interpretive approaches to big data, state power, media and social network activism. (C)

Instructor(s): I. Hussin Terms Offered: Winter

Note(s): Attendance at the first meeting is required for enrollment.

Equivalent Course(s): PLSC 27103

PLSC 37702. Political Leadership: Historical and Contemporary Perspectives. 100 Units.

This course will examine both classical and contemporary analyses of leadership, with a particular focus on the relationship between executive authority and democratic politics. We will read traditional authors such as Cicero, Livy, Plutarch and Machiavelli as well as contemporary analyses of modern political leadership, especially of the American Presidency. (A)

Instructor(s): W. Howell, J. McCormick Terms Offered: Winter

Note(s): Limited enrollment.

Equivalent Course(s): LLSO 27704, PLSC 27702

PLSC 38000. Organization, Ideology, and Political Change. 100 Units.

This course centers on the comparative analysis of the emergence and institutionalization of public bureaucracies in the United States, Great Britain, France, Germany, Japan, and the former Soviet Union. The aim is to see whether there are distinctly different patterns of organizational rationality or whether bureaucracies are all culturally unique. (C)

Instructor(s): B. Silberman Terms Offered: Autumn

Equivalent Course(s): PLSC 28000, LLSO 26503

PLSC 38800. Weimar Political Theology. 100 Units.

In this course, we will examine the explosion in theological thinking among Jewish intellectuals during the Weimar period. Authors surveyed include Hannah Arendt, Walter Benjamin, Martin Buber, Hermann Cohen, Gershom Scholem, Franz Rosenzweig, and Leo Strauss. (A)

Instructor(s): J. Cooper Terms Offered: Winter

PLSC 39401. Arab Uprisings. 100 Units.

This course examines the reasons for and variations in contemporary uprisings in the Middle East. At once theoretical and empirical, the class focuses on events in Tunisia, Egypt, Yemen, Syria, and Libya and considers them in relation to prevailing social scientific theories of change and management. We shall cover the following topics: the causes and meanings of "revolution;" the rise of new social movements in a neoliberal era; the various roles of the military; vigilante justice; the importance of digital publics; popular culture and artistic practices in the context of ongoing tumult; generational conflict; the causes of civil war; authoritarianism and its "reinvention(s);" practices of piety and the role of Islam; and the politics of foreign intervention. (C)

Instructor(s): L. Wedeen Terms Offered: Spring

Equivalent Course(s): PLSC 29401

PLSC 39800. Introduction to International Relations. 100 Units.

This course introduces main themes in international relations that include the problems of war and peace, conflict and cooperation. We begin by considering some basic theoretical tools used to study international politics. We then focus on several prominent security issues in modern international relations, such as the cold war and post-cold war world, nuclear weapons, nationalism, and terrorism. We also deal with economic aspects of international relations, such as globalization, world trade, environmental pollution, and European unification. (D)

Instructor(s): C. Lipson Terms Offered: Autumn

Equivalent Course(s): PLSC 29000

PLSC 39900. Strategy. 100 Units.

This course covers American national security policy in the post-cold war world, especially the principal issues of military strategy that are likely to face the United States in the next decade. This course is structured in five parts: (1) examining the key changes in strategic environment since 1990, (2) looking at the effects of multipolarity on American grand strategy and basic national goals, (3) focusing on nuclear strategy, (4) examining conventional strategy, and (5) discussing the future of war and peace in the Pacific Rim. (D)

Instructor(s): R. Pape Terms Offered: Spring

Equivalent Course(s): PLSC 28900

PLSC 41001. Rule of Law in Comparative Politics. 100 Units.

This graduate seminar explores the concept of "rule of law" and its empirical applications in comparative politics. We begin by scrutinizing the theoretical multidimensionality of the concept. The bulk of the course examines empirical studies from the developing and post-communist worlds focusing on formal institutions, enforcement, social capital, and other factors. (C)

Instructor(s): S. Markus Terms Offered: Winter

PLSC 41002. Corporate Political Activity. 100 Units.

This is a graduate-level seminar on the political role of modern corporations. How do firms articulate their agenda in the political arena? Other topics include corporate social responsibility, regulatory capture, corporate governance, corruption, etc. Empirical studies will be drawn from diverse regional settings. (C)

Instructor(s): S. Markus Terms Offered: Spring

PLSC 41101. The Politics of Wealth Redistribution. 100 Units.

How do political institutions affect the structure and scope of wealth redistribution initiatives? This graduate seminar will introduce students to the scholarly literature on redistribution, focusing primarily on recent work. We will study the causes and consequences of redistribution, focusing both on the institutions that shape incentives for governments to implement redistribution, as well as the mechanisms, actors, and international conditions that can erode government incentives or capabilities to redistribute. The emphasis of the course will be twofold: rigorously examining the inferences we can draw from existing work, and designing research that can contribute to a better understanding of the fundamental questions regarding redistributive policies. (C)

Instructor(s): M. Albertus Terms Offered: Autumn

PLSC 41203. Political Regimes and Transitions. 100 Units.

Despite a shift toward democracy in much of the world, many states have remained solidly autocratic while others are plagued by political instability. This graduate seminar will introduce students to fundamental questions in the study of political regimes: What distinguishes democracy from dictatorship? How does the functioning of democratic institutions affect democratic survival? Why are some dictatorships more stable than others, and what role do institutions such as legislatures, parties, and elections play in their stability? What political and economic factors explain regime transitions, and why do transitions tend to cluster both spatially and temporally? The course will examine how these questions are addressed in current scholarship, with an emphasis on enabling students to design research projects that contribute to our understanding of how political regimes function, persist, and change. (C)

Instructor(s): M. Albertus Terms Offered: Spring

PLSC 41501. Foundations of Realism. 100 Units.

The aim of this course is to explore some of the core concepts and theoretical ideas that underpin realist thinking. Given the richness of the realist tradition and the limits of the quarter system, many important issues cannot be addressed in any detail. (D)

Instructor(s): J. Mearsheimer Terms Offered: Winter

PLSC 41600. Liberalism and American Foreign Policy. 100 Units.

This course examines how America's liberal tradition affects its foreign policy. (D)

Instructor(s): J. Mearsheimer Terms Offered: Spring

PLSC 41601. Political Ethnography. 100 Units.

In this practice-oriented graduate seminar, we explore how to best integrate ethnographic methods into the study of politics. The course aims to introduce graduate students to different perspectives on the possibilities and limitations of ethnographic approaches, as well as allow graduate students to develop their own ethnographic research projects. Scholars across a wide range of disciplines have increasingly used ethnography to better understand the practice of politics. In so doing, they have begun to carve out a methodological approach that might be called political ethnography. We will survey these ethnographic texts written by political scientists, sociologists and anthropologists. We will also analyze the logic of inquiry implicit in ethnographic approaches, as well as address practical issues related to how to conduct ethnographic research. (E)

Instructor(s): T. Paschel Terms Offered: Spring

PLSC 42200. Political Science and Law. 100 Units.

Social science approaches to law and legal politics; law and society; rights and democratic change; international and transnational jurisdictions; comparative legal institutions. (C)

Instructor(s): I. Hussin Terms Offered: Spring

Note(s): Attendance at the first meeting is required for enrollment.

PLSC 42400. Politics, Art, and Aesthetics. 100 Units.

What is the meaning of art for politics? What is the political significance of the differentiation of an “aesthetic” domain of activity and experience in Euro-American modernity? Can aesthetic judgment serve as a model for political judgment? What can the study of art and aesthetics teach us about how and when people experience events, objects, or spaces as (politically) meaningful or engaging? This seminar approaches such questions both historically and thematically, through the close reading and discussion of important works in the philosophy of art and aesthetics, political theory, and art history and criticism. Readings vary. (A)
Instructor(s): P. Markell Terms Offered: Winter

PLSC 43100. Maximum Likelihood. 100 Units.

The purpose of this course is to familiarize students with the estimation and interpretation of maximum likelihood, a statistical method which permits a close linkage of deductive theory and empirical estimation. Among the problems considered in this course include: models of dichotomous choice, such as turnout and vote choice; models of limited categorical data, such as those for multi-party elections and survey responses; models for counts of uncorrelated events, such as executive orders and bookburnings; models for duration, such as the length of parliamentary coalitions or the tenure of bureaucracies; models for compositional data, such as allocation of time by bureaucrats to task and district vote shares; and models for latent variables, such as for predispositions. The emphasis in this course will be on the extraction of information about political and social phenomena, not upon properties of estimators. (E)

Instructor(s): J. Brehm Terms Offered: Autumn

PLSC 43300. Political Psychology. 100 Units.

This course is about how the human mind can shape our attitudes and behaviors in the realm of politics. Do our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive shortcuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or those we feel are most similar to? Can we trust political actors, and under what kinds of conditions? When is a message persuasive, and why? (B)

Instructor(s): J. Brehm Terms Offered: Winter

PLSC 43820. Plato’s REPUBLIC. 100 Units.

This course is devoted to reading and discussion of Plato’s *Republic* and some secondary work with attention to justice in the city and the soul, war and warriors, education, theology, poetry, gender, eros, and actually existing cities.

Instructor(s): Nathan Tarcov Terms Offered: Winter 2013

Prerequisite(s): Undergrad course by consent

Equivalent Course(s): FNDL 29503, SETH 31770

PLSC 44612. Political Economy of Corruption and Development. 100 Units.

This course is a graduate-level seminar covering recent theoretical and empirical research, organized around the following questions. First, what are the consequences of corruption for socio-economic development? Does corruption help or hinder it? Second, what are the causes of corruption? Is corruption affected by political and economic institutions, regime type, bureaucracy, resource endowments, or culture? Third, why has corruption varied over time within a country or state? On the empirical side, the course will emphasize issues of measurement and inference: how can one draw reliable conclusions about these questions, and what are the pitfalls along the way? The empirical readings encompass qualitative, quantitative, observational, and experimental approaches. (C)

Instructor(s): A. Simpser Terms Offered: Spring

Equivalent Course(s): LACS 44612

PLSC 46001. Sources of Order in International Politics. 100 Units.

This course in international relations theory builds on students' prior graduate training to explore four distinct but overlapping sources of international order: coercion, norms, institutions, and contractual bargains. Students will discuss and critique existing literature in all four areas and write a major paper. The course presumes students have had some prior coursework at the graduate level in international relations theory, security studies, or international political economy. (D)

Instructor(s): C. Lipson Terms Offered: Autumn

PLSC 46211. New Media and Political Participation. 100 Units.

Throughout history "new media," for better or worse, have on occasion transformed politics. The use of radio to share Roosevelt's fireside chats and of television to broadcast the Civil Rights Movement are recognized as landmark moments when "new media," intersecting with political life, changed the course of political engagement. Today's "new media" (the Internet, digital media production, and computer games) may also radically change how we think about and engage in politics. This course will explore the historical and potential impact of new media on politics. (B)

Instructor(s): C. Cohen Terms Offered: Winter

PLSC 46514. Participatory Politics. 100 Units.

The topic of participatory politics is one that has animated scholars across subfields of political science and beyond the discipline. In this class we will explore how the idea of participatory politics has been conceptualized and interrogated by theorists, those studying American politics, and now by communication scholars interested in the impact of new media on the practice of politics. Throughout the course we will analyze how our understanding of political participation is often interpreted through and contingent upon historical setting, group, and tools of engagement. (B)

Instructor(s): C. Cohen Terms Offered: Autumn

PLSC 46701. Political World of the Indian Ocean. 100 Units.

Politics as viewed through the Indian Ocean world requires close attention to boundaries and borders, but also networks and circulations; to insularity as well as to migration and porosity; to great power politics and their local transformations. Themes include: boundaries and belonging; diaspora; markets and trade; networks; transoceanic Islam; legal transplant and institutional transmission. (C)

Instructor(s): I. Hussin Terms Offered: Winter

Note(s): Attendance at the first meeting is required for enrollment.

PLSC 47000. Politics without Sovereignty? 100 Units.

In recent years, historical circumstances – European integration, unprecedented levels of global migration, the rise of non-state actors, transnational capital flows – have led political theorists to diagnose the waning of state sovereignty. In this moment, political theorists have also attacked "the sovereign subject" as an impossible and destructive philosophical ideal. In this seminar, we will explore the concept of sovereignty – what it has historically meant, why its viability is currently in doubt, and whether it is possible (or advisable) to envision politics without sovereignty. In the course's first section, we will examine classic early modern formulations of sovereignty. In the following weeks, we will explore contemporary critiques of sovereign subjectivity; contemporary analyses of the ostensible crisis of state sovereignty; and contemporary projects to conceive politics without sovereignty. (A)

Instructor(s): J. Cooper Terms Offered: Autumn

PLSC 47403. Carl Schmitt's Political Thought. 100 Units.

This course is devoted to the political thought of controversial conservative Weimar lawyer and National Socialist partisan, Carl Schmitt. We will read and discuss his major works on sovereignty, the exception, legal theory, parliamentary government, liberalism versus democracy, and "the political." Students are expected to come to the first session having read *Political Theology* in its entirety. (A)

Instructor(s): J. McCormick Terms Offered: Autumn

Prerequisite(s): Prior consent of instructor.

Note(s): Seven week course to commence in Week 4.

Equivalent Course(s): FNDL 28305, PLSC 27403

PLSC 48700. Crime, Conflict and the State. 100 Units.

Scholars of civil war emphasize the importance, and perhaps primacy, of criminal profits for insurgencies, especially in the post-cold war era. This seminar approaches the issue from the other end of the spectrum: armed conflict between states and "purely" criminal groups. We then expand the focus and explore how crime and political insurgency interact in places like West Africa, Afghanistan, and Latin America. Throughout, we evaluate the concepts, questions and designs underpinning current research. (C)

Instructor(s): B. Lessing Terms Offered: Autumn

PLSC 49500. American Grand Strategy. 100 Units.

This course examines the evolution of American grand strategy since 1900, when the United States first emerged on the world stage as a great power. The focus is on assessing how its leaders have thought over time about which areas of the world are worth fighting and dying for, when it is necessary to fight in those strategically important areas, and what kinds of military forces are needed for deterrence and war-fighting in those regions. (D)

Instructor(s): J. Mearsheimer Terms Offered: Winter

Equivalent Course(s): PLSC 28400

PLSC 50000. Dissertation Proposal Seminar. 100 Units.

Instructor(s): L. Wedeen Terms Offered: Autumn

PLSC 50600. Literature of Japanese Political Institutions. 100 Units.

Instructor(s): B. Silberman Terms Offered: Autumn

PLSC 50900. Comparative Case Study Method. 100 Units.

This course will examine the core epistemological and methodological issues surrounding the case study method. (E)

Instructor(s): R. Pape Terms Offered: Spring

PLSC 52316. Machiavelli's Political Thought. 100 Units.

This course is devoted to the political writings of Niccolò Machiavelli. Readings include *The Prince*, *Discourses on Livy's History of Rome*, selections from the *Florentine Histories*, and Machiavelli's proposal for reforming Florence's republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)

Instructor(s): J. McCormick Terms Offered: Winter

Prerequisite(s): Prior consent of instructor.

Equivalent Course(s): PLSC 27216, LLSO 28200, FNDL 28102

PLSC 55201. Topics in Social Theory. 100 Units.

This is a graduate course in which we read and discuss important texts in social theory. The specific topics and texts vary from year to year. (A)

Instructor(s): W. Sewell Terms Offered: Winter



PSYCHOLOGY

PROGRAM OF STUDY

Psychology is the study of the mental states and processes that give rise to behavior. It seeks to understand the basic mechanisms and functions of perception, cognition, emotion, and attitudes in guiding behavior. Although 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. Thus, psychological study encompasses a broad set of topics that overlap with a number of disciplines across the social and biological sciences. The requirements of the major are designed to acquaint students with the research methods psychologists use and to provide a foundation of core knowledge covering the major areas of psychology. This broad foundation allows students to pursue a more advanced understanding of subfields related to their own particular interests and goals for the major. The program may serve as preparation for graduate work in psychology or related fields (e.g., neuroscience, education), as well as for students interested in careers in social work, public policy, business, or medicine. Students are encouraged to become actively engaged in research in the department and should consult with the director of undergraduate research about their interests as early as possible.

PROGRAM REQUIREMENTS

NOTE: The following revised requirements are in effect for students who matriculated September 2008 and after.

NOTE: When planning your course schedule, please consult the Time Schedules (<http://timeschedules.uchicago.edu>) and the Courses section (<http://psychology.uchicago.edu/academics/undergrad/collegecourses20122013.shtml>) of the Psychology Department Undergraduate Program website for any changes in the course offerings.

LISTHOST

Majors are expected to sign up for the listhost. The listhost is the primary means of communication between the program and its majors or students interested in being majors. We use it to notify students of events relevant to psychology majors, such as research opportunities, job postings, fellowship announcements, and any changes in the course schedule, or curriculum updates. To join the listhost, please visit <https://lists.uchicago.edu/web/info/psychology-majors>.

Statistics/Methodology Sequence

It is strongly recommended that these courses be completed as early as possible as they provide foundational concepts that facilitate understanding of subject area courses.

A coordinated two-quarter sequence covering statistical methods (PSYC 20100 Psychological Statistics) and methodological issues (PSYC 20200 Psychological Research Methods) in psychology is typically taught Autumn and Winter Quarters.

Students may take STAT 22000 Statistical Methods and Applications or a more advanced statistics course instead of PSYC 20100. Students should plan to take this sequence as early as possible in their studies.

Breadth Requirement

Students are required to take four of the following five courses, each of which will be offered every year:

PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 20500	Developmental Psychology	100
PSYC 20600	Social Psychology	100
PSYC 20700	Sensation and Perception	100

Additional Courses

At least six additional courses (for a total of twelve in the major) must be chosen from among the courses offered by the Department of Psychology. Courses without a psychology number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair. Only one independent study course can count toward the twelve courses required of students who are majoring in psychology (PSYC 29200 Undergraduate Reading in Psychology or PSYC 29700 Undergraduate Research in Psychology). In addition to the six electives, students pursuing honors in psychology must also take the PSYC 29800 Honors Seminar. Independent study courses can be taken for P/F grading, but all other courses must be taken for a quality grade. NOTE: Before registering for an elective, students should confirm that they have met any prerequisites for the course.

Research

Students are required to take PSYC 20200 Psychological Research Methods. Students are encouraged to gain additional experience by working on a research project under the guidance of a faculty member.

Calculus

Students are required to take two quarters of calculus as part of the College general education requirements.

NOTE: For psychology students, a maximum of three courses can be transferred into the major from outside the University of Chicago.

SUMMARY OF REQUIREMENTS

General Education

MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or higher) [†]	200
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Total Units	200
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Major

One of the following:	200
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PSYC 20100 & PSYC 20200	Psychological Statistics and Psychological Research Methods *	
STAT 22000 & PSYC 20200	Statistical Methods and Applications and Psychological Research Methods (or above) *	
Four of the following:		400
PSYC 20300	Biological Psychology	
PSYC 20400	Cognitive Psychology	
PSYC 20500	Developmental Psychology	
PSYC 20600	Social Psychology	
PSYC 20700	Sensation and Perception	
Six electives †		600
Total Units		1200

† Credit may be granted by examination.

* Credit for PSYC 20100 or STAT 22000 may be granted by examination.

† Courses without a psychology number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair.

GRADING

All courses in the major must be taken for quality grades except for the independent study course, which is available for either a quality grade or for P/F grading.

HONORS

To qualify for honors, students must meet the following requirements:

1. Students must have a GPA of at least 3.0 overall, and a GPA of at least 3.5 in the major by the beginning of the quarter in which they intend to graduate.
2. Students should arrange to write an honors paper with a faculty sponsor from the Department of Psychology. Papers must represent a more substantial research project than the average term paper. After the paper has been approved by the faculty sponsor, the paper must then be read and approved by a second faculty member.
3. Students are required to take an PSYC 29800 Honors Seminar in Winter Quarter of their third or fourth year. This is in addition to the twelve required courses for the major. It is expected that students will be actively working on the thesis project during the quarter they are taking the honors research seminar.
4. Students are required to present their findings in Spring Quarter of their fourth year at an honors day celebration. For details, visit psychology.uchicago.edu.

Specialized Courses of Study

Faculty members (or the undergraduate program chair) are available to help individual students design a specialized course of study within psychology. For example, particular course sequences within and outside of psychology may be designed for students who wish to pursue specializations in particular areas.

These areas include, but are not limited to, cognitive neuroscience, language and communication, computational psychology, behavioral neuroscience and endocrinology, sensation and perception, and cultural psychology.

Double Majors

Students pursuing honors in more than one major should note that:

1. The student's thesis adviser for psychology cannot be the same person as his or her thesis adviser for the second major.
2. The student must meet all the requirements listed in the preceding Honors section, including taking the Honors Seminar and presenting at an honors day celebration.

Earl R. Franklin Research Fellowship

The Earl R. Franklin Research Fellowship is awarded to a third-year student who is majoring in psychology. It provides financial support during the summer before his or her fourth year to carry out psychological research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, transcript, and letter of recommendation.

PSYCHOLOGY COURSES

PSYC 2000. Fundamentals of Psychology. 100 Units.

This course introduces basic concepts and research in the study of behavior. Principal topics are sensation, perception, cognition, learning, motivation, and personality theories.

Instructor(s): J. Cacioppo Terms Offered: Autumn

PSYC 20100. Psychological Statistics. 100 Units.

Psychological research typically involves the use of quantitative (statistical) methods. This course introduces the methods of quantitative inquiry that are most commonly used in psychology and related social sciences. PSYC 20100 and 20200 form a two-quarter sequence that is intended to be an integrated introduction to psychological research methods. PSYC 20100 introduces explanatory data analysis, models in quantitative psychology, concept of probability, elementary statistical methods for estimation and hypothesis testing, and sampling theory. PSYC 20200 builds on the foundation of PSYC 20100 and considers the logic of psychological inquiry and the analysis and criticism of psychological research. It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.

Instructor(s): W. Goldstein Terms Offered: Autumn

PSYC 20200. Psychological Research Methods. 100 Units.

This course introduces concepts and methods used in behavioral research. Topics include the nature of behavioral research, testing of research ideas, quantitative and qualitative techniques of data collection, artifacts in behavioral research, analyzing and interpreting research data, and ethical considerations in research.

Instructor(s): A. Henly Terms Offered: Winter

PSYC 20300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): L. Kay, B. Prendergast Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 29300

PSYC 20400. Cognitive Psychology. 100 Units.

Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.

Instructor(s): D. Gallo Terms Offered: Spring

PSYC 20500. Developmental Psychology. 100 Units.

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

Instructor(s): K. Kinzler, L. Richland Terms Offered: Autumn

Equivalent Course(s): CHDV 25900

PSYC 20600. Social Psychology. 100 Units.

This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.

Instructor(s): W. Goldstein Terms Offered: Winter

Prerequisite(s): PSYC 20000 recommended.

Equivalent Course(s): CHDV 26000

PSYC 20700. Sensation and Perception. 100 Units.

What we see and hear depends on energy that enters the eyes and ears, but what we actually experience—perception—follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.

Instructor(s): H. Nusbaum Terms Offered: Spring

PSYC 20850. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle. (R)

Instructor(s): Staff Terms Offered: Autumn

Note(s): For CHD majors or intended majors.

Equivalent Course(s): CHDV 20000

PSYC 21350. Germs, Food, and Disgust: Perspectives on Cognitive Development and Health. 100 Units.

This course is designed to be an interdisciplinary seminar that connects research in early cognitive development with research and concerns from the field of public health. We will discuss a variety of topics in cognitive development, as well as important problems concerning food, contamination, and illness. This course will focus on research with infants and young children to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform public policy goals and make positive contributions to addressing public health issues.

Instructor(s): J. DeJesus Terms Offered: Spring

PSYC 21510. Neuroscience of Communication. 100 Units.

We will read and discuss communication and how various kinds of communication are mediated by neural systems. The course will cover theories, methods, and empirical findings in communication neuroscience. Topics will include speech and language, emotional information, face perception, gesture, and music.

Instructor(s): H. Nusbaum Terms Offered: Winter (Paris)

PSYC 22250. Windows to the Social Brain. 100 Units.

The human brain is a composite wonder from which all affects, thoughts, and experiences originate. Tailored by millions of years of evolution, nurtured by culture, and subserved by an intricately multi-faceted neural network, the social brain is both the idea and embodiment of knowledge itself. This ten-week course will introduce various aspects of social cognition from a social neuroscience perspective. Many questions will be addressed, such as: How can we define the components of social cognition accurately and localize them to specific brain mechanisms? How did these components evolve? How does the brain's inborn social potential interact with the environment during development? Specifically, a series of lectures will open the following windows into the social brain: Evolution of the social brain, mating and sex, social hierarchies and dominance, motivation and rewards, aggression and prosocial behavior, empathy and caring, person perception, morality, mental health (psychiatric disorders), and ethical and legal issues. This class will seek to understand social phenomena in terms of interactions between three levels of analysis: (1) the social level, which is concerned with the motivational and social factors that influence behavior and experience; (2) the cognitive level, which is concerned with the information-processing mechanisms that give rise to the social-level phenomena; and; (3) the neurobiological level, which is concerned with the neural, hormonal, and neuroendocrine mechanisms that instantiate cognitive-level processes.

Instructor(s): J. Decety Terms Offered: Autumn

PSYC 22750. Developmental Psychopathology. 100 Units.

This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.

Instructor(s): K. Keenan Terms Offered: Spring

Note(s): This course does not meet requirements for the biological sciences major.

PSYC 22831. Debates in Cognitive Neuroscience. 100 Units.

This course will survey some of the current debates in the fields of cognitive and social neurosciences. The readings and discussions will cover a variety of topics ranging from the functional specificity of brain regions supporting face processing to the network of brain regions believed to support mental state inferences about others. Discussions and response papers will emphasize careful consideration of each perspective on these topics.

Instructor(s): J. Cloutier Terms Offered: Winter

PSYC 23000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

Equivalent Course(s): CHDV 21000, AMER 33000, ANTH 24320, ANTH 35110, GNSE 31000, HDCP 41050, PSYC 33000, GNSE 21001

PSYC 23200. Introduction to Language Development. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): CHDV 23900, LING 21600

PSYC 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): S. Pruett-Jones (even-numbered years), J. Mateo (odd-numbered years)

Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the biological sciences.

Equivalent Course(s): BIOS 23249, CHDV 23249, HDCP 41650

PSYC 23330. Language, Thought, and Action. 100 Units.

Language is typically thought of as a channel for transmitting our thoughts, but it can also shape our thoughts and change how we represent and interact with our social world. How we talk not only reflects who we are, what we think, and how we feel, but it also affects our attitudes, emotions, and beliefs. This course will explore the social, emotional, and cognitive effects of language and how we use it. We will review foundational questions regarding the relationship between language and thought and examine empirical research findings from a wide variety of fields. As a research seminar, the course will emphasize understanding how research methods can affect the kinds of questions we ask, the theories we propose, and the conclusions we reach. Please feel free to contact the instructor if you have any questions.

Instructor(s): A. Henly Terms Offered: Spring

PSYC 24000. Systems Neuroscience. 100 Units.

This course introduces vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): M. Hale, D. Freedman Terms Offered: Spring

Prerequisite(s): BIOS 24204 or consent of instructor.

Note(s): This course meets one of the requirements of the neuroscience specialization.

PSYC 25101. The Psychology of Decision Making. 100 Units.

We constantly make decisions, determine our preferences, and choose among alternatives. The importance of our decisions range from ordering a meal at a restaurant to choosing what college to attend. How do we make such decisions? What are the rules that guide us and the biases that shape our decisions? What determines our preferences? What impacts our willingness to take risks? In this course we consider how the way we go about gathering information affects our judgment, and how the way we frame problems affects our perceptions and shapes the solutions to problems. We learn what governs choice and the systematic way it deviates from normative rules. We consider how we think about the future and how we learn from the past. The course focuses on the psychology behind making decisions with implications for a wide range of areas such as public policy, law, and medicine.

Instructor(s): B. Keysar Terms Offered: Autumn

Note(s): It is highly recommended to take this course before taking PSYC 25700 The Psychology of Negotiation.

PSYC 25550. Educational Neuroscience. 100 Units.

This course is designed to introduce upper division undergraduate students to research being conducted at the intersection of cognitive science and education. Broadly speaking, this class serves as an advanced introduction to central concepts in psychology and neuroscience such as attention, memory, and emotion, with a focus on how knowledge of these concepts can inform educational practice and policy.

Instructor(s): S. Beilock Terms Offered: Spring

PSYC 25700. The Psychology of Negotiation. 100 Units.

Negotiation is ubiquitous in interpersonal interactions, from making plans for a trip with friends or family, to determining working conditions with an employer, to managing international conflicts. In this course we examine the structure of different negotiations and the psychology that governs the processes and outcomes of a negotiation. For instance, we consider the role of perceptions, expectations, intuitions, and biases. We evaluate the role of information processing, modes of communication, and power in influencing a negotiated outcome. We see how the psychology of trust, reciprocity, fairness, cooperation, and competition can affect our ability to benefit from an exchange or contribute to the escalation of conflict. To better understand the dynamics of the negotiation process, we learn both through engaging in a variety of negotiation role-plays and relating these experiences to research findings.

Instructor(s): B. Keysar Terms Offered: Winter

Prerequisite(s): It is highly recommended to take PSYC 25101 The Psychology of Decision Making before taking this course, as it provides the conceptual foundations.

PSYC 25750. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Autumn

PSYC 26660. Genes and Behavior. 100 Units.

There are complex interactions between the genome and behavior. This course will examine how behavior can be understood by investigating the sequence and structure of genes, especially those expressed in the brain. It will consider behaviors in several species (including human), and present various molecular, genetic, and genomic approaches used to uncover how genes contribute to behavior and how behavior alters the genome. Lectures will provide background for gene-behavior interactions that will be further discussed using primary literature readings.

Instructor(s): S. London Terms Offered: Autumn

PSYC 27970. Seminar in Developmental Psychology: Navigating the Social World. 100 Units.

Human children develop in a sea of social activity, and human development thus depends on children's ability to navigate in the social world. Scientific work investigating the mechanisms and systems that allow children to do so has flowered in recent years. In this seminar we will survey cutting edge work on this topic, with a focus on development during infancy and early childhood. The course work will involve written and discussion-based analysis of primary research in developmental science. Students will be expected to have background knowledge in developmental, social, and/or cognitive psychology.

Instructor(s): A. Woodward Terms Offered: Winter

PSYC 29200. Undergraduate Reading in Psychology. 100 Units.

Terms Offered: Autumn, Winter, Spring

Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29700. Undergraduate Research in Psychology. 100 Units.

Terms Offered: Autumn, Winter, Spring

Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29800. Honors Seminar. 100 Units.

This course is a reading and discussion of general papers on writing and research, and individual students present their own projects to the group. A literature review, data from ongoing or completed empirical projects, or portions of the thesis paper itself can be presented. Students are expected to give thoughtful feedback to others on their presentations and written work.

Instructor(s): B. Prendergast Terms Offered: Winter

Note(s): Open to third- or fourth-year students who are majoring in psychology and have begun their thesis project. Available for either quality grades or for P/F grading.

PSYC 30400. Cognitive Psychology. 100 Units.

Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.

Instructor(s): D. Gallo Terms Offered: Spring

PSYC 30700. Sensation and Perception. 100 Units.

This course centers on visual and auditory phenomena. Aside from the basic sensory discriminations (acuity, brightness, loudness, color, and pitch), more complex perceptual events, such as movement and space, are discussed. The biological underpinnings of these several phenomena are considered, as well as the role of learning in perception.

Instructor(s): H. Nusbaum Terms Offered: Spring

PSYC 31200. Systems Neuroscience. 100 Units.

This course meets one of the requirements of the neuroscience specialization. This course introduces vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): M. Hale, D. Freedman Terms Offered: Spring

Prerequisite(s): BIOS 24204 or consent of instructor

Equivalent Course(s): BIOS 24205, PSYC 24000

PSYC 31600. Biopsychology of Sex Differences. 100 Units.

This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology. (A, 1)

Instructor(s): J. Mateo Terms Offered: Autumn

Note(s): Not offered 2013-14

Equivalent Course(s): EVOL 36900, GNSE 30901, CHDV 30901

PSYC 33000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. (B*, C*; 2*, 3*)

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

Equivalent Course(s): CHDV 21000, AMER 33000, ANTH 24320, ANTH 35110, GNSE 31000, HDCE 41050, PSYC 23000, GNSE 21001

PSYC 33200. Seminar in Language Development. 100 Units.

Advanced undergraduates and MAPSS students should register for PSYC 33200.

Psychology graduate students should register for PSYC 43200. This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): CHDV 31600

PSYC 34400. Computational Neuroscience III: Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, action, attention, learning, memory). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g., neural networks, information theory, pattern recognition for studying neural encoding in individual neurons and populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Spring

PSYC 34410. Computational Approaches for Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors such as perception and encoding, action, attention, and learning and memory. Modern methods of imaging neural activity are introduced, and information theoretic methods for studying neural coding in individual neurons and populations of neurons are discussed.

Instructor(s): N. Hatsopoulos Terms Offered: Spring

Prerequisite(s): BIOS 24222 or CPNS 33100

Equivalent Course(s): ORGB 34650, CPNS 33200

PSYC 36210-36211. Mathematical Methods for Biological Sciences I-II.

PSYC 36210. Mathematical Methods for Biological Sciences I. 100 Units.

This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn computations methods to implement the models in MATLAB.

Instructor(s): D. Kondrashov Terms Offered: Autumn. L

Prerequisite(s): BIOS 20151 or BIOS 20152 or consent of the instructor

Equivalent Course(s): BIOS 26210, CPNS 31000

PSYC 36211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g. Markov Chain Monte Carlo and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210

Equivalent

Equivalent Course(s): BIOS 26211, CPNS 31100

PSYC 36211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g. Markov Chain Monte Carlo and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210

Equivalent

Equivalent Course(s): BIOS 26211, CPNS 31100

PSYC 37300-37900. Experimental Design I-II.

Experimental Design I-II

PSYC 37300. Experimental Design I. 100 Units.

This course covers topics in research design and analysis. They include multifactor, completely randomized procedures and techniques for analyzing data sets with unequal cell frequencies. Emphasis is on principles, not algorithms, for experimental design and analysis.

Instructor(s): S. Shevell Terms Offered: Winter

PSYC 37900. Experimental Design II. 100 Units.

Experimental Design II covers more complex ANOVA models than in the previous course, including split-plot (repeated-measures) designs and unbalanced designs. It also covers analysis of qualitative data, including logistic regression, multinomial logit models, and log linear models. An introduction to certain advanced techniques useful in the analysis of longitudinal data, such as hierarchical linear models (HLM), also is provided. For course description contact Psychology.

Instructor(s): S. Shevell Terms Offered: Spring

PSYC 37400. Human Memory. 100 Units.

This course surveys the scientific study of human memory, emphasizing both theory and applications. Lectures will cover current research and methods in cognitive psychology and cognitive neuroscience, as well as historical precursors and classic studies. Topics include consciousness and nonconscious processes, corresponding neural systems, and various phenomena such as amnesia, memory distortion, mnemonics, and metacognition.

Instructor(s): D. Gallo Terms Offered: Autumn

PSYC 37900. Experimental Design II. 100 Units.

Experimental Design II covers more complex ANOVA models than in the previous course, including split-plot (repeated-measures) designs and unbalanced designs. It also covers analysis of qualitative data, including logistic regression, multinomial logit models, and log linear models. An introduction to certain advanced techniques useful in the analysis of longitudinal data, such as hierarchical linear models (HLM), also is provided. For course description contact Psychology.

Instructor(s): S. Shevell Terms Offered: Spring

PSYC 39800. Topics in Experimental Social Psychology. 000 Units.

Instructor(s): J. Cacioppo, J. Cloutier Terms Offered: Winter

PSYC 39900. Topics in Experimental Social Psychology. 100 Units.

Instructor(s): J. Cacioppo, J. Cloutier Terms Offered: Spring

PSYC 40107. Behavioral Neuroscience. 100 Units.

This course is concerned with the structure and function of systems of neurons, and how these are related to behavior. Common patterns of organization are described from the anatomical, physiological, and behavioral perspectives of analysis. The comparative approach is emphasized throughout. Laboratories include exposure to instrumentation and electronics, and involve work with live animals. A central goal of the laboratory is to expose students to in vivo extracellular electrophysiology in vertebrate preparations. Laboratories will be attended only on one day a week but may run well beyond the canonical period.

Instructor(s): D. Margoliash Terms Offered: Winter

Equivalent Course(s): NURB 30107, CPNS 30107

PSYC 40300. Advanced Topics in Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course provides an introduction to the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavior, action, motivation, and emotion.

Instructor(s): B. Prendergast Terms Offered: Winter

PSYC 40450-40451-40452. Topics in Cognition I-II-III.

Broadly speaking, this workshop will address fundamental topics in cognitive psychology such as attention, memory, learning, problem solving, and language. One unique aspect of this workshop is that we will not only explore topics central to the study of cognition, but we will also explore how the study of cognitive psychology can be used to enhance human potential and performance in a variety of contexts. These contexts range from an exploration of optimal teaching practices to enhance the acquisition of mathematical knowledge in the classroom, to issues regarding how individuals communicate best to foster the optimal exchange of information in, for instance, medical settings, to the optimal strategies older adults can use to help stave off the deleterious effects of aging on cognitive functioning and the performance of everyday activities.

PSYC 40450. Topics in Cognition I. 100 Units.

Instructor(s): S. Beilock

PSYC 40451. Topics in Cognition II. 100 Units.

Instructor(s): S. Beilock Terms Offered: Winter

PSYC 40452. Topics in Cognition III. 100 Units.

Instructor(s): S. Beilock Terms Offered: Spring

PSYC 40451. Topics in Cognition II. 100 Units.

Instructor(s): S. Beilock Terms Offered: Winter

PSYC 40452. Topics in Cognition III. 100 Units.

Instructor(s): S. Beilock Terms Offered: Spring

PSYC 40500. Advanced Seminar in Developmental Psychology. 100 Units.

This is an introductory course for graduate students in developmental psychology. Topics in biological, perceptual, cognitive, social, and language development will be covered. This course will satisfy one of Psychology graduate students' core course requirements.

Instructor(s): S. Goldin-Meadow, A. Woodward Terms Offered: Autumn

PSYC 40851-40852-40853. Topics in Developmental Psychology I-II-III.

Brown-bag discussion of current research in psychology.

PSYC 40851. Topics in Developmental Psychology I. 100 Units.

Instructor(s): A. Woodward Terms Offered: Autumn

PSYC 40852. Topics in Developmental Psychology II. 100 Units.

Instructor(s): TBD Terms Offered: Winter

PSYC 40853. Topics in Developmental Psychology III. 100 Units.

Instructor(s): S. Beilock

PSYC 40852. Topics in Developmental Psychology II. 100 Units.

Instructor(s): TBD Terms Offered: Winter

PSYC 40853. Topics in Developmental Psychology III. 100 Units.

Instructor(s): S. Beilock

PSYC 41000. Advanced Topics in Color Vision. 100 Units.

Instructor(s): S. Shevell Terms Offered: Autumn

Prerequisite(s): Permission of instructor.

Equivalent Course(s): OPTH 41000

PSYC 41210. Psychophysiology: Methods, Concepts, and Applications. 100 Units.

This course will provide an overview of the principles, theory, and applications of psychophysiological research. The course has two primary goals: (1) to provide an overview of major psychophysiological approaches and measures through discussion of contemporary research; and (2) to provide an introduction to theory and research in major areas of human psychophysiology with specific applications to the study of cognition, affect, and health.

Instructor(s): G. Norman Terms Offered: Autumn

PSYC 41450. Evolutionary Psychology. 100 Units.

This course explores human social behavior from the perspective of a new discipline: evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders. (A, 1)

Instructor(s): D. Maestriperi, D. Gallo Terms Offered: Winter

Prerequisite(s): Undergraduates must have permission of instructor.

Note(s): Not offered 2013-14

Equivalent Course(s): CHDV 41451, CHDV 37801

PSYC 41610. Topics in Neurobiology of Learning. 100 Units.

This seminar will focus on an examination of basic mechanisms of learning, both those that have been theoretically linked such as putative computational descriptions and cellular mechanisms, as well as those with clear empirical support. We will read and discuss a wide range of current studies examining evidence testing specific theories in the neurobiology of learning across levels of analysis and using comparative approaches. The course will emphasize recent findings in learning research and consider methodological and theoretic issues in designing new studies.

Instructor(s): H. Nusbaum Terms Offered: Spring

PSYC 41850. Graduate Seminar. 100 Units.

Instructor(s): B. Keysar Terms Offered: Winter

PSYC 42100. Trial Research Seminar. 100 Units.

PSYC 42100 is required of first-year Psychology graduate students The purpose of this seminar is to assist students in formulating their trial research project.

Instructor(s): TBD

PSYC 42400. Teaching Psychology. 100 Units.

Instructor(s): J. Cacioppo Terms Offered: Autumn

PSYC 43150. The Moral Brain. 100 Units.

The past decade has seen an explosion of empirical research in the study of morality. Amongst the most exciting and novel findings and theories, evolutionary biologists and comparative psychologists have shown that moral cognition has evolved to facilitate cooperation and smooth social interactions, and that certain components of morality are present in non-human animals. Developmental psychologists came up with ingenious paradigms, demonstrating that the elements that underpin morality are in place much earlier than we thought, and clearly in place before children turn two. Social neuroscientists have begun to map brain circuits implicated in moral decision-making and identify the contribution of neuropeptides to moral sensitivity. Changes in the balance of brain chemistry, or in connectivity between regions can cause changes in moral behavior. The lesson from all this new knowledge is clear: human moral behavior cannot be separated from human biology, its development, and past evolutionary history. As our understanding of the human brain improves, society at large, and justice and the law in particular, are and will be increasingly challenged. The goal of this seminar is to provide an overview of the current research on the moral brain, and examine this fascinating topic from a range of relevant interdisciplinary perspectives. These perspectives will include anthropology and neuro-philosophy, evolution, development, social neuroscience, psychopathology, and justice and the law.

Instructor(s): J. Decety Terms Offered: Autumn

PSYC 43200. Seminar in Language Development. 100 Units.

Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate students should register for PSYC 43200. This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): CHDV 41601

PSYC 43600. Processes of Judgement and Decision Making. 100 Units.

This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.

Instructor(s): W. Goldstein Terms Offered: Winter

Equivalent Course(s): CHDV 43600

PSYC 43650. The Development of Social Cognition. 100 Units.

This course explores current topics in the development of human social cognition. We will evaluate infants' and children's reasoning about other individuals -- including those individuals' minds, their relationships, and their social identities -- with the goal of exploring the developmental origins and foundations of social cognition. Sample topics include theory of mind, morality, social learning, psychological essentialism, and intergroup attitudes. Particular attention will be given to the relationship of early social processes to those observed in adulthood. Instructor(s): K. Kinzler Terms Offered: Spring

PSYC 43850. Multisensory Integration. 100 Units.

Instructor(s): L. Kay Terms Offered: Spring
Prerequisite(s): Graduate standing and background in neuroscience.

PSYC 44000. Moral Development and Comparative Ethics. 100 Units.

Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) "goodness" or "rightness" are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions. (B, C; 3)
Instructor(s): R. Shweder Terms Offered: Autumn
Equivalent Course(s): CHDV 45601

PSYC 44700. Seminar: Topics in Judgement and Decision Making. 100 Units.

This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.
Instructor(s): W. Goldstein Terms Offered: Spring
Equivalent Course(s): CHDV 44700

PSYC 45300. When Cultures Collide: The Multicultural Challenge in Liberal Democracy. 100 Units.

Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.

Instructor(s): R. Shweder Terms Offered: Winter 2014

Equivalent Course(s): ANTH 45600, HMRT 35600, GNDR 45600, CHDV 45600

PSYC 45550. From Birds to Words: How Do Communication Systems Come About? 100 Units.

This course will examine commonalities in the development and organization of communication across animals (birds and people) who are not closely linked evolutionarily. In this way, we hope to explore essential elements of social communication (what they are, which elements are flexible with respect to species, time, cultural specificity). Our goal is to start with behaviors that are shared across birds and humans, and unravel deeper shared mechanisms across organisms that rely on complex communication systems over different timespans (evolution, ontogeny).

Instructor(s): S. Goldin-Meadow, S. London Terms Offered: Spring

Equivalent Course(s): CHDV 45550

PSYC 45603. Professional Development and the Academic Job Market. 100 Units.

This course is geared toward senior graduate students with an interest in pursuing the academic job market. Students will work to develop and practice an effective colloquium-length talk, and they will provide and receive feedback from their peers on research and teaching statements.

Instructor(s): K. Kinzler Terms Offered: Autumn

Prerequisite(s): For Psychology PhD students only.

PSYC 45660. Translational Research in Social Neuroscience. 100 Units.

Social neuroscience is an interdisciplinary field devoted to understanding how biological systems regulate social processes and behavior, and how the social environment impacts the brain and biology. Social Neuroscience has provided insight into the neurobiological mechanisms underlying social cognition, social motivation and communication in humans and non-human animals. Moreover, this approach has revealed many of the transduction mechanisms that allow social information (i.e. perceived rejection, social status) to get under the skin and influence fundamental biological processes ranging from gene expression and apoptosis to immune function and cardiovascular activity. This course will cover contemporary debates in Neuroscience and discuss the current challenges faced by researchers in the field.

Instructor(s): G. Norman Terms Offered: Winter

PSYC 47001-47002. Language in Culture I-II.

This two-quarter course presents the major issues in linguistics of anthropological interest. These courses must be taken in sequence.

PSYC 47001. Language in Culture I. 100 Units.

Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of "functional" semiotic structure and history.

Instructor(s): M. Silverstein Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 37201,CHDV 37201,LING 31100

PSYC 47002. Language in Culture II. 100 Units.

The second half of the sequence takes up basic concepts in sociolinguistics and their critique.

Instructor(s): C. Nakassis Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 37202,LING 31200

PSYC 47002. Language in Culture II. 100 Units.

The second half of the sequence takes up basic concepts in sociolinguistics and their critique.

Instructor(s): C. Nakassis Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): ANTH 37202,LING 31200

PSYC 48000. Proseminar in Psychology. 100 Units.

Required of first-year Department of Psychology graduate students. Department of Psychology faculty members present and discuss their research. This introduces new students to the range of research areas in the department.

Instructor(s): S. London Terms Offered: Autumn

PSYC 48001-48002-48003. Mind and Biology Proseminar I-II-III.

Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.

PSYC 48001. Mind and Biology Proseminar I. 000 Units.

Instructor(s): TBD

PSYC 48002. Mind and Biology Proseminar II. 000 Units.

Instructor(s): TBD

PSYC 48003. Mind and Biology Proseminar III. 100 Units.

Instructor(s): TBD

PSYC 48002. Mind and Biology Proseminar II. 000 Units.

Instructor(s): TBD

PSYC 48003. Mind and Biology Proseminar III. 100 Units.
Instructor(s): TBD



PUBLIC POLICY STUDIES

PROGRAM OF STUDY

Public Policy Studies is a multidisciplinary major grounded in the social sciences, with substantial inputs from economics, sociology, political science, and law, among other disciplines. The major recognizes that public issues are not neatly contained within traditional disciplinary boundaries and that analysts possessing a broad range of social scientific understanding, quantitative expertise, and communication skills are well placed to contribute to improved public policies. Public Policy involves direct contact with policy problems, ensuring that academic speculations are well-informed and connected to real-world conditions.

The Public Policy major strives to put analysis before advocacy, stressing that compelling policy analysis is a central component of effective advocacy. We aim to be open and helpful to students of all political persuasions and challenge students to rethink clichéd responses to policy problems. The program of study for the BA degree in public policy studies is designed to introduce students to policy analysis and implementation, equip them to use quantitative and economic techniques and methods, train them in policy research, and give them a thorough grounding in one or more specific policy areas.

The program also encourages students to have an internship experience either during the academic year or during the summer. PBPL 29600 Internship: Public Policy offers academic course credit for students completing an approved, policy-oriented internship.

Students should contact the program director or the program administrator with questions about meeting requirements for the public policy studies degree.

PROGRAM REQUIREMENTS

The suggested sequence described below is typical, but many other variations are possible. There is flexibility within the program regarding when required courses can be taken.

First Year

During their first or second year, students must choose one of the following two options: (1) one full year of calculus or (2) two quarters of calculus plus one other quantitative course. The preferred quantitative course is PBPL 26400 Quantitative Methods in Public Policy, but the following are also acceptable: an upper-level statistics class; computer science courses at the level of CMSC 10100 Introduction to Programming for the World Wide Web I or above; or a social sciences quantitative or "methods" class, such as CHDV 20100 Human Development Research Designs in Social Sciences, CHDV 20101 Applied Statistics in Human Development Research, PSYC 20100 Psychological Statistics, or SOCI 20001 Sociological Methods.

Second Year

Many students take the following required three-quarter sequence in their second year. Taking the courses in the same year is *not required*, however, and the courses may be taken in any order.

PBPL 22100	Politics and Policy	100
PBPL 22200	Public Policy Analysis	100
PBPL 22300	Problems of Public Policy Implementation	100

Students are required to take either PBPL 20000 Economics for Public Policy or ECON 20000 The Elements of Economic Analysis I; completion of one of these two courses is a prerequisite for the sequence course PBPL 22200 Public Policy Analysis. PBPL 20000 Economics for Public Policy assumes no prior economics training, whereas ECON 20000 The Elements of Economic Analysis I requires ECON 19800 Introduction to Microeconomics or other prior training in microeconomics.

Third Year

Students typically complete the courses that follow in their third year.

At least one course in statistics

Students are required to take STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods.

Courses in an area of specialization

Students should identify their area of specialization and submit a proposal for their program of study to the program administrator by the end of Winter Quarter in their third year. Students are required to complete three substantive policy courses that make up a specialization in a public policy field. Students may meet the specialization requirement in one of two ways: (1) by taking three courses that logically connect (e.g., courses in urban politics, urban economics, and urban society would count as an urban specialization; or courses in international relations, international finance, and history of the European Union might be an international specialty); or (2) by taking three courses beyond the introductory course in one discipline other than public policy (e.g., economics, political science, sociology, statistics). Courses that satisfy the area of specialization requirement do not have to be listed or cross-listed as public policy courses; however, these courses should involve a substantial policy component. Please see the Public Policy Studies website for examples of some specialization courses: pbpl.uchicago.edu/page/areas-specialization.

Research Practicum

Students must fulfill a two-quarter research requirement. Most students will take the two-quarter sequence PBPL 26200-26300 Field Research Project in Public Policy I-II. Two sections of PBPL 26200-26300 are offered each year: one in Autumn and Winter Quarters, and the other in Winter and Spring Quarters. Each is designed to teach research methods (e.g., focus groups, community surveys, GIS mapping) in a hands-on way. Each research practicum is different, but generally students in the practicum work collectively on a real-world policy problem, with a focus on Chicago. In 2010 student researchers examined “good food deserts” in low-income

neighborhoods on Chicago's South Side for the City of Chicago's Department of Family and Support Services. In 2011 students conducted research for the Woodlawn Children's Promise Community on a wide variety of topics, including early childhood education, school-based health care, and crime and public safety. Each year, the class project results in a final report prepared for the client and posted at the course website at cprrt.uchicago.edu, and a public presentation of the findings is made as well. The research practicum is generally taken by students in their third year. However, students who plan to study abroad in Winter or Spring Quarter of their third year may opt to complete the research practicum in their second or fourth year.

The research practicum requirement can be fulfilled through other means with the approval of the program director, typically, by taking one methods class (for instance, PBPL 24751 *The Business of Non-Profits: The Evolving Social Sector*) and one quantitative class (for instance, PBPL 26400 *Quantitative Methods in Public Policy*, provided this course has not been used as the third quarter of math requirement). Other courses that can count towards the requirement include PBPL 26605 *Regression, Factor Analysis, and Other Methods in Public Policy Research* and classes in the *Geographic Information Systems* sequence (GEOG 28200 *Introduction to GIS/GEOG 28400 Intermediate GIS/GEOG 28600 Advanced GIS Analysis*).

Fourth Year

Students must write a BA paper in their fourth year. The required seminar course, PBPL 29800 *Senior Seminar*, offered in the Autumn Quarter, is designed to assist students in developing and writing their BA papers. The instructor of PBPL 29800 *Senior Seminar*, the public policy preceptor, serves as a reader for the BA papers. Students are encouraged to choose a faculty adviser as a second reader for the project. Outstanding BA papers can earn an honors designation. In early April, fourth-year students present their BA papers at a Public Policy undergraduate research symposium.

The PBPL 29800 *Senior Seminar* informs students about sources, methods of research, and treatment of evidence. Students work throughout Winter and Spring Quarters with the preceptors (and possibly faculty advisers) in revising their BA papers. In addition to the PBPL 29800 *Senior Seminar* requirement, students may take one or two quarters of PBPL 29900 *BA Paper Preparation: Public Policy* for general elective credit. PBPL 29900 *BA Paper Preparation: Public Policy*, typically coordinated by a preceptor or faculty adviser, is designed to ensure that students will have sufficient time to write a quality BA paper.

Public Policy Studies may accept a BA paper that also is being used to satisfy the requirements of a second major. Approval from both program chairs is required to submit one BA paper to two majors. A consent form, to be signed by both chairs, is available from the College advising office. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Courses

Many courses in related disciplines (e.g., Anthropology; Economics; History; Law, Letters, and Society; Political Science; Sociology; Biological Sciences) count toward the major when used as “specialization” courses.

SUMMARY OF REQUIREMENTS

General Education

MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II (or higher) *	200
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Total Units		200
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Major

MATH 13300	Elementary Functions and Calculus III (or equivalent) *+	100
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PBPL 22100 & PBPL 22200 & PBPL 22300	Politics and Policy and Public Policy Analysis and Problems of Public Policy Implementation	300
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ECON 20000 or PBPL 20000	The Elements of Economic Analysis I Economics for Public Policy	100
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STAT 22000 or STAT 23400	Statistical Methods and Applications * Statistical Models and Methods	100
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Three courses in an area of specialization		300
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PBPL 26200-26300	Field Research Project in Public Policy I and Field Research Project in Public Policy II (or equivalent)	200
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PBPL 29800	Senior Seminar	100
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BA paper

Total Units		1200
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* Credit may be granted by examination.

+ The third quarter of calculus may be replaced with a different quantitative course as previously described.

It is recommended that students take an additional course in statistics.

GRADING

All courses counting toward the public policy major must be taken for quality grades unless students have prior approval for P/F grading from the undergraduate program chair.

HONORS

Fourth-year students are eligible for honors if their overall GPA is 3.4 or higher. Those students are recommended for honors if their BA papers are of substantial quality. For additional information about qualifying for honors, visit the Public Policy Studies website (pbpl.uchicago.edu).

PUBLIC POLICY STUDIES - COLLEGE COURSES

PBPL 20000. Economics for Public Policy. 100 Units.

This course develops the microeconomic theories of consumer and producer choices, as well as demonstrates the application of these theoretical tools to policy problems. Supply, demand, and competitive markets are examined, along with the conditions under which government policy can increase efficiency.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): Completion of two quarters of calculus required; prior knowledge of economics not required.

Note(s): PBPL 20000 or ECON 20000 is required of all students who are majoring in public policy. PBPL 20000 satisfies the ECON 20000 prerequisite for PBPL 22200. Students who have taken ECON 20000 require the instructor's consent to enroll in PBPL 20000.

PBPL 21800. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

Equivalent Course(s): ENST 21800,LLSO 26201

PBPL 22100. Politics and Policy. 100 Units.

This course has two fundamental aims. The first is to introduce students to a set of analytical tools and concepts for understanding how political institutions generate public policy. The second is to apply these tools in examining the major institutions of democracy in the United States.

Instructor(s): C. Berry Terms Offered: Spring

Note(s): Public Policy 22100-22200-22300 may be taken in and out of sequence.

PBPL 22200. Public Policy Analysis. 100 Units.

This course reviews and augments the basic tools of microeconomics developed in ECON 20000 and applies these tools to policy problems. We examine situations in which private markets are likely to produce unsatisfactory results, suggesting a potential rationale for government intervention. Our goal is to allow students to comprehend, develop, and respond to economics arguments when formulating or evaluating public policy.

Instructor(s): J. Leitzel Terms Offered: Winter

Prerequisite(s): PBPL 20000 or ECON 20000

Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence. PBPL 22200 is not intended for students majoring in public policy who are planning to specialize in economics or to take advanced economics courses; those students should meet with the program director to arrange an alternative.

Equivalent Course(s): ECON 17800

PBPL 22300. Problems of Public Policy Implementation. 100 Units.

Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations.

Instructor(s): R. Taub Terms Offered: Autumn

Prerequisite(s): One prior 20000-level social sciences course

Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence.

Equivalent Course(s): CHDV 30302, SOCI 30302

PBPL 23000. Organizational Analysis. 100 Units.

This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.

Instructor(s): E. Laumann Terms Offered: Autumn

Equivalent Course(s): SOCI 20101, SOCI 30101

PBPL 23100. Environmental Law. 100 Units.

This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): ENST 23100,LLSO 23100

PBPL 23200. The Economics of Crime. 100 Units.

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

Instructor(s): S. Levitt Terms Offered: Winter

Prerequisite(s): ECON 20100 required; ECON 21000 or STAT 23400 strongly recommended

Note(s): This course is offered only in even numbered years.

Equivalent Course(s): ECON 28700

PBPL 23600. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in social sciences

Equivalent Course(s): SOCI 20106,ENST 23500,SOCI 30106

PBPL 24400. Is Development Sustainable? 100 Units.

This discussion course grapples with the "big problem" of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.

Instructor(s): L. Mets, Staff Terms Offered: Will be offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): Background in environmental issues not required

Equivalent Course(s): BPRO 23400,HIPS 23400,NCDV 27300,ENST 24400

PBPL 24500. Economics of Urban Policies. 100 Units.

This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.

Instructor(s): G. Tolley, J. Felkner Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 26600, GEOG 26600, GEOG 36600, LLSO 26202

PBPL 24701. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): ENST 24701, LLSO 24901

PBPL 24751. The Business of Non-Profits: The Evolving Social Sector. 100 Units.

Led by an experienced practitioner, this course aims to provide both an intellectual and experiential understanding of the contemporary nonprofit sector. In addition to a seminar component examining the rapidly evolving social sector, students engage in a hands-on consulting project for an area nonprofit involving analysis, reporting, and presentation.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Instructor consent required. Students must first submit application to Campus Catalyst, a nonprofit that assists with coordination of consulting projects. Go to <http://uchicago.campuscatalyst.org/user> to apply.

PBPL 24800. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn

Equivalent Course(s): SOCI 20120, SOCI 30120, SOCI 20120/30120

PBPL 24901. Trade, Development, and Poverty in Mexico. 100 Units.

Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?

Instructor(s): C. Broughton Terms Offered: Winter

Note(s): This course is offered in alternate years.

Equivalent Course(s): CRES 24901, LACS 24901

PBPL 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Equivalent Course(s): CRES 25405

PBPL 25620. Topics in Latin American Economies. 100 Units.

This course examines current issues in the economies of Latin America. Topics include sources of economic growth, commercial policy, regional economic integration, inflation and stabilization, fiscal deficits, the choice of an exchange rate regime, and debt problems.

Instructor(s): A. Menendez Terms Offered: Spring

Prerequisite(s): ECON 20300

Equivalent Course(s): ECON 25620, PPHA 37500

PBPL 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions of concern to families, especially low-income working families. The course will consider demographic, labor market, and policy trends affecting family economic well-being and child outcomes; conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors to address family needs; and specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Throughout the course, we will consider the ideological, conceptual, and empirical bases for the issues we study. Although our primary focus will be on issues affecting low-income families in the United States, relevant comparisons will be made throughout the course—cross-nationally, across race/ethnicity, and across income.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing; second-year students require instructor consent.

PBPL 25750. Writing about Chicago. 100 Units.

This course explores the craft of creative non-fiction and narrative-based social science writing with an emphasis on writing about social and policy matters in Chicago. The course itself moves through the stages of story development; initial idea and purpose, interviews and public records research, effective writing and narrative technique, and revision and working with an editor. The course will focus heavily on developing student writing in a workshop setting with the end goal being a publishable article of some kind. The course is designed for aspiring journalists and those working on BA theses amenable to narrative presentation. The course will feature guest writers and editors.

Instructor(s): C. Broughton Terms Offered: Spring

Note(s): This course is offered in alternate years.

Equivalent Course(s): CRWR 27002

PBPL 26200-26300. Field Research Project in Public Policy I-II.

This research project exposes students to real-world policy-making questions and several field-based research methodologies. Students work together on designing the research project, gathering information, analyzing data, and presenting findings. Past practicums have worked with a variety of clients including the Chicago Community Trust, the City's Department of Family and Support Services, the Logan Center for the Arts, and the Woodlawn Public Safety Alliance. Two sections of this field research practicum will be offered each year. Students take either Section 1, offered in Autumn and Winter Quarters, or Section 2, offered in Winter and Spring Quarters.

PBPL 26200. Field Research Project in Public Policy I. 100 Units.

Instructor(s): Section 1: E. Carter, Autumn; Section 2: C. Broughton, Winter
Terms Offered: Autumn, Winter

Prerequisite(s): Open only to public policy studies majors.

Note(s): Students must take the two quarters of a section in sequence for two separate grades, one for each quarter.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.

Instructor(s): Section 1: E. Carter, Winter; Section 2: C. Broughton, Spring Terms

Offered: Winter, Spring

Prerequisite(s): PBPL 26200; open only to public policy studies majors.

Note(s): Students must take the two quarters of a section in sequence for two separate grades, one for each quarter.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.

Instructor(s): Section 1: E. Carter, Winter; Section 2: C. Broughton, Spring Terms

Offered: Winter, Spring

Prerequisite(s): PBPL 26200; open only to public policy studies majors.

Note(s): Students must take the two quarters of a section in sequence for two separate grades, one for each quarter.

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.

This course involves a problem-by-problem investigation of how to apply the right statistics to contemporary public policy issues (in contrast to the method-by-method approach traditionally used to teach statistics). Quantitative public policy involves the use of four core methodologies: analysis of cross-tabulations, ordinary least squares regression, logistic regression, and analysis of variance. This course prepares students to understand scholarly articles using these four methods. We use a case analysis approach teaching specific decision algorithms in the application of the four methods. We also conduct analyses in SPSS using General Social Survey data and write up the results.

Instructor(s): W. Carter Terms Offered: Autumn

PBPL 26405. Quantitative Policy Analysis Using MS Excel and MS Access. 100 Units.

This course will explore its capabilities for conducting policy analysis through analysis of administrative and survey data. It will focus on research design for policy organizations and associated quantitative methods, including database applications, crosstabulation, linear and logistic regression, and modeling. For example, can we build a model that assesses the impact on gang violence that may result from different school closings and associated changes in school catchment area boundaries? Can we predict the number of physicians needed as the Affordable Care Act increases insured low income residents? The class will practice on datasets provided by Chicago non-profits and report results to real-world clients. Students in the course will help to develop and implement a certificate in advanced spreadsheets.

Instructor(s): W. Carter Terms Offered: Winter

PBPL 26500. Quantitative Policy Analysis Using Microsoft Excel and Microsoft Access. 100 Units.

This course will explore MS Excel's capabilities for conducting policy analysis through analysis of administrative and survey data. It will focus on research design for policy organizations and associated quantitative methods, including database applications, cross tabulation, linear and logistic regression, and modeling. For example, can we build a model that assesses the impact on gang violence that may result from different school closings and associated changes in school catchment area boundaries? Can we predict the number of physicians needed as the Affordable Care Act increases insured low income residents? The class will practice on datasets provided by Chicago non-profits and report results to real-world clients.

Instructor(s): E. Carter Terms Offered: Winter

PBPL 26505. The Case Study as a Public Policy Research Method. 100 Units.

This course presents contemporary approaches to completing such a project: deciding what flavor of case to select, selecting the specific cases to be investigated, planning and conducting the research, and writing up the findings. We explore the methodology's strengths and weaknesses by constructing a case study regarding the public policy roles of the *Chicago Tribune*. The primary case study methodologies (i.e., literature review, content analysis, key informant interviews, social observation) are used to explore quantitative and qualitative approaches to building this case. We also read published case studies to develop a list of "best practices" for the method.

Instructor(s): W. Carter Terms Offered: Spring

PBPL 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26530, ECON 26530, PPHA 32510

PBPL 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON

Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26531, ECON 26540, PPHA 32520

PBPL 26605. Regression, Factor Analysis, and Other Methods in Public Policy Research. 100 Units.

The goal of this class is to equip undergraduates to publish quantitative research papers and to prepare quantitative BA papers. Public policy analysts use logistic and linear regression to build models that help them understand, and thus change, the world. In preparation for building these models, factor analysis is a tool to identify underlying patterns in the data and reduce its complexity. Cluster analysis permits segmenting the policy audience, as a guide to better targeting of interventions. In this course students select a dataset of interest to them and analyze it using these four methods, preparing the "findings" sections suitable for publication and/or BA papers. They also prepare a PowerPoint presentation suitable for either a policy or academic audience. Guest speakers from the University who have published articles using these methods discuss the practical issues in undertaking quantitative research. This class is designed to extend and build on Quantitative Methods in Public Policy (PBPL 26400).

Instructor(s): W. Carter Terms Offered: Winter

Note(s): Experience in using basic statistical methods is desirable but not required.

PBPL 26700. Economics of Education. 100 Units.

This course examines the economic role of education in society. The course begins by reviewing models that present different rationales for why families and individuals value or demand education. The course then discusses the implications of these competing models with special focus on the role of government in the funding and provision of education. The second half of the class takes as given that governments fund education and examines the mechanisms that governments use to purchase education for citizens. The class reviews both the theoretical models and empirical evidence related to each subtopic covered in the class.

Instructor(s): D. Neal Terms Offered: Spring

Prerequisite(s): ECON 21000

Equivalent Course(s): ECON 26700

PBPL 26709. Public Policy: The Great Books and Articles. 100 Units.

This course examines the great books and articles from the public policy literature. Our approach is to focus in-depth on digestible parts of each "great book," rather than reading and superficially discussing the complete tome. The public policy canon consists of the books that define our field and that differentiate it from purely academic disciplines on the one hand and from journalism on the other hand. We focus on applying public policy perspectives, as found in these seminal sources, to contemporary policy issues of interest to the class. Class members who have selected a BA topic are encouraged to apply the theoretical lenses found in the great books to strengthen the literature review/theory section of their BA paper as the product of the quarter's work. Those with less defined programs of study write papers comparing, and critically assessing, the approaches from their preferred subset of the readings.

Instructor(s): W. Carter Terms Offered: Winter

PBPL 26801. Race Policy. 100 Units.

Relations among groups seeing themselves as fundamentally different generates private and public policies to channel association. Public policies intended to maintain and strengthen traditional racial relationships have included forced relocation, apartheid, extermination, walls, institutionalization, incarceration, segregation, ethnic cleansing, and legislated discrimination. Public policies intended to upset such traditions have included forced busing, affirmative action, the reservation of opportunities and political positions for specific castes/religions/ethnicities, and the legislated illegality of discrimination in housing and employment. Most recently in the United States, through distraction, hopelessness, indifference, neglect, the absence of good ideas, and/or the inability of advocates to compete effectively in the policy landscape, public policy has little to say about race. Even an African American president has declined to offer policy initiatives in this area. This course will examine public policy attempts to address issues of race, explore why so many seem to contain the seeds of their own failure, and formulate potential race policies that could jump start the contemporary policy conversation in this area. The course will include a research component exploring the current status of race policy in Chicago and Hyde Park.

Instructor(s): W. Carter Terms Offered: Spring

Equivalent Course(s): CRES 26801

PBPL 27000. International Economics. 100 Units.

This course deals with the pure theory of international trade: the real side of international economics. Topics include the basis for and gains from trade; the theory of comparative advantage; and effects of international trade on the distribution of income, tariffs, and other barriers to trade.

Instructor(s): S. Kortum Terms Offered: Autumn

Prerequisite(s): ECON 20300 or consent of instructor

Equivalent Course(s): ECON 27000

PBPL 27040. Public Finance and Public Policy. 100 Units.

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will review the economic tools of analysis used in public finance, including cost-benefit analysis, and apply them to government policies, largely at the federal level. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. Within social insurance, we will cover social security and health reform. We will also explore the role taxation plays in government policy. Tax topics include the effect of taxes on consumers and firms, savings and corporate decisions, and fundamental tax reform.

Instructor(s): A. Jones Terms Offered: Winter

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 27070. Philanthropy: Private Acts and Public Goods. 100 Units.

Under what conditions do philanthropy and other forms of private action come to be significant elements of the provision of public goods? What are the consequences of organizing society in this way? In this course, we will address the social role of philanthropy, its historical development as a significant economic and political institution, and the place of philanthropy in contemporary public policy and civic projects.

Instructor(s): E. Clemens Terms Offered: Spring

Prerequisite(s): Completion of at least 2 quarters of SOSC

Equivalent Course(s): SOCI 20222

PBPL 27501. Regulating Speech. 100 Units.

This course concerns private and public policy with respect to speech and expression. Varieties of speech considered include blasphemy, obscenity, and advertising. Policies considered include prohibition; taxation; licensing; and time, place, and manner controls. The intellectual framework employed for the evaluation of various policies is primarily economic and legal, though other disciplines also are drawn upon.

Instructor(s): J. Leitzel Terms Offered: Spring

Note(s): This course is offered in alternate years.

PBPL 27820. Schools and Communities. 100 Units.

This course focuses on the relationship between the organization of schools and communities with an emphasis on school reform. The readings represent historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban contexts), and how these institutions might be improved. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of reforming urban schools.

Instructor(s): S. Stoelinga, K. Kapadia Matsko Terms Offered: Autumn

Prerequisite(s): Consent required; consent obtained by application only; to apply, please email Nahida Teliani nteliani@uchicago.edu; preference given to UChicago Careers in Education Professions students; no first-year students admitted.

PBPL 27900. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): SOCI 20116, HMRT 20116, HMRT 30116, SOCI 30116

PBPL 28501. Process and Policy in State and City Government. 100 Units.

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris Terms Offered: Autumn, Winter, Spring

PBPL 28605. Economic Analysis of Law. 100 Units.

This course examines the structure of law from an economic basis. Topics include property rights, contracts, torts, the Coase theorem, and criminal law.

Instructor(s): J. Leitzel Terms Offered: Autumn

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 28600

PBPL 28805. Behavioral Economics and Policy. 100 Units.

The standard theory of rational choice exhibits explanatory power in a vast range of circumstances, including such disparate decision making environments as whether to commit a crime, have children, or seek to emigrate. Nonetheless, shortfalls from full rationality seem not to be uncommon, and are themselves, to some extent, systematic. Behavioral economics documents and tries to account for these departures from full rationality. This course looks at areas in which some modification of the traditional rational choice apparatus might most be warranted; these include decisions that unfold over time, involve low probability events, or implicate willpower. To what extent should public policy respond to shortfalls from rationality or concern itself with promoting happiness?

Instructor(s): J. Leitzel Terms Offered: Spring

PBPL 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society and how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. PQ for ECON 26800: ECON 26500 and consent of instructor.

Equivalent Course(s): BPRO 29000, CHSS 37502, ECON 26800, ENST 29000, PPHA 39201

PBPL 29600. Internship: Public Policy. 100 Units.

Students write a paper about their experience working for a government agency or nonprofit organization.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of program chair

Note(s): Open only to students who are majoring in public policy. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading. Students must make arrangements with the program chair before beginning the internship.

PBPL 29700. Reading and Research: Public Policy. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to students who are majoring in public policy

Note(s): Students are required to submit the College Reading and Research Course Form.

PBPL 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): ENST 29701

PBPL 29800. Senior Seminar. 100 Units.

PBPL 29800, the Senior Seminar, is offered in Autumn Quarter and is designed to assist students in developing and writing the required BA paper. Students register for PBPL 29800 in Autumn Quarter and continue to work throughout Winter and Spring Quarters with a BA Seminar instructor/preceptor (and possibly faculty advisers) in revising their BA papers. The Autumn Quarter class informs students about sources, methods of research, and treatment of evidence. The instructor/preceptor of the Senior Seminar serves as a reader for the BA papers. Students may choose a faculty adviser as a second reader—though second readers are not required. Outstanding BA papers can earn an honors designation. As part of the BA process, students write a policy memo that distills their BA research and, in early April, present their BA papers at the yearly Public Policy undergraduate research symposium for graduating seniors.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Open only to fourth-year students who are majoring in public policy

Note(s): Must be taken for a quality grade.

PBPL 29900. BA Paper Preparation: Public Policy. 100 Units.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to fourth-year students who are majoring in public policy

Note(s): Students are required to submit the College Reading and Research Course Form.



RELIGION AND THE HUMANITIES

PROGRAM OF STUDY

The aims of the program in religion and the humanities are to acquire (1) understanding of religion as one of humankind's primary responses to and expressions of the human condition, and (2) appreciation of the difficulties and possibilities inherent in undertaking a critical, disciplined study of religion. The location of the program within the Humanities Collegiate Division and its use of courses from a variety of programs imply that neither the study of religion nor its data are the privileged possession of a single discipline. The basic courses, being problem-oriented, imply that there is an intellectual tradition of the study of religion that must be mastered.

PROGRAM REQUIREMENTS

Basic Courses

Students in the program are required to take a one-quarter course in each of four areas that serve as a disciplined base for further work. These areas emphasize either key methodological questions in the academic study of religion or characteristic religious data. No fewer than two of these areas must be fulfilled by taking courses within the religion and the humanities program; up to two of these areas may be fulfilled by taking courses offered by other programs. Any variation requires the written consent of the program coordinator. The four basic areas are as follows:

1. Basic problems in the study of religion (Area A). The intent is to isolate a key problem in the study of religion and to examine critically a representative sample of the kinds of data that give rise to the problem and the sorts of answers that have been proposed.
2. Basic strategies in the interpretation of religion (Area B). One or more fundamental approaches to the study of religion are carried through a given body of religious materials with rigor and criticism.
3. Basic issues in the self-interpretation of religion (Area C). A study of those texts whereby a religious tradition interprets itself to its community and to those who are outside the tradition.
4. Religious literature and expression (Area D). The focus is on specific religious texts or artifacts and techniques for their interpretation.

Other Courses in the Program

Students in the program are required to take one Western and one non-Western civilization sequence (or their equivalents) in order to gain appreciation for the problems of interpreting religion within a wider historical and cultural setting. One of these sequences may be used to meet the general education requirements. In addition to the four basic courses, students, with the approval of the program coordinator, select at least five courses from the wide range of College and graduate courses regularly offered on some aspect of religion. Some of these may be independent study. At least three of these courses must represent concentration in either a particular religious tradition or in a coherent set of problems in the

study of religion. Finally, each student submits a senior project to be developed in consultation with the program coordinator. For students eligible for honors, this project typically takes the form of a research paper developed in consultation with the program coordinator.

Summary of Requirements

Civilization sequence (Western or non-Western, whichever was not taken for 200-300 the general education requirement)

Four courses, one in each of the four basic areas	400
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Five courses in religion (three of which must represent an area of concentration)	500
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Senior project	
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Total Units	1100-1200
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GRADING

Students in the program must receive quality grades in the required courses (a one-quarter course in each of the four basic areas, and a civilization sequence). With consent of instructor, all other courses are available for either quality grades or for P/F grading. Nonmajors may take any course offered by the program either for quality grades or for P/F grading.

HONORS

Students interested in being considered for honors should consult with the program coordinator.

COURSES

The following courses fulfill the area requirements of the program. Courses are open to all students in the College.

RELH 10100. Introduction to Religious Studies. 100 Units.

This course introduces some of the central concerns, problems, and materials of Religious Studies. Students are exposed to a range of primary and secondary source material grouped around a set of themes chosen by the instructor. Possible themes include canon, prophecy, revelation, initiation, priesthood, sacred space, discipline, and ritual.

Instructor(s): L. Pick Terms Offered: Autumn

Note(s): Required of students who are majoring in Religious Studies.

Equivalent Course(s): RLST 10100

RELH 29700. Readings in Religion and the Humanities. 100 Units.

Instructor(s): J. Z. Smith Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of the program coordinator based on a formal proposal.

Note(s): Students are required to submit the College Reading and Research Course Form.

RELH 2990. Senior Project. 100 Units.

Instructor(s): J. Z. Smith Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of the program coordinator based on a formal proposal.

Note(s): Students are required to submit the College Reading and Research Course Form.



RELIGIOUS STUDIES

PROGRAM OF STUDY

The program in Religious Studies introduces students to the academic study of religion. Students in Religious Studies learn how to think, talk, and write about religion in a way that is well-informed, rigorously critical, and responsibly engaged. The study of religion investigates the way human societies construct practices, seek meanings, and pose questions about their world. These investigations may be constructive, cultural, and/or historical. Since it touches all facets of human experience, the study of religion is a crucial conversation partner with other fields of study and draws on the entire range of humanistic and social scientific disciplines. Students in the program are able to explore numerous religious traditions, including Buddhism, Christianity, Hinduism, Islam, and Judaism, and are exposed to the sources, problems, methods, and methodologies of our diverse areas of study, including Biblical and Historical Studies; Ethics, Theology, and the Philosophy of Religions; as well as History of Religions, Anthropology, Sociology, and Religion and Literature. The interests of our students may be descriptive, explanatory, and/or normative.

PROGRAM REQUIREMENTS

A major in Religious Studies consists of twelve courses, including one introductory course and a two-quarter senior seminar. It is preferable that students consult the Director of Undergraduate Studies and declare their major in Religious Studies before the end of their second year. Students and the Director of Undergraduate Studies will work together to create a program of study. The goal is to develop depth in one area so that a satisfactory BA paper will be written in the fourth year. Students are encouraged to explore more than one religious tradition in their courses. Students who wish to receive credit in the major for non-departmental courses must submit a petition to the Director of Undergraduate Studies. Such requests are decided on a case-by-case basis. NOTE: The Office of the Dean of Students in the College must also approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a study abroad program that is sponsored by the University of Chicago. For more information, visit Examination Credit and Transfer Credit (p. 37). Students with permission to enroll in graduate Divinity courses may count these toward the major.

Introductory Course

Students in Religious Studies are required to take RLST 10100 Introduction to Religious Studies. It need not precede other course work in the major, but students are advised to have completed it by the end of their second year. It will typically be offered every year during Autumn Quarter. This course will introduce students to some of the central themes in Religious Studies; its particular focus will vary according to the interests of the individual instructor.

Course Distribution

Religion is expressed in many forms throughout the world's cultures, and the academic study of religion therefore requires multiple perspectives on its subject. Students of religion should have some knowledge of the historical development of specific religious traditions, understand and critically engage the ethical and intellectual teachings of various religions, and begin to make some comparative appraisals of the roles that religions play in different cultures and historical periods. To introduce students to these multiple perspectives on religion and to provide a sense of the field as a whole, students are required to take at least one course in each of the following areas. To identify the areas, refer to the RLST number range (see below).

A. Historical Studies in Religious Traditions: courses that explore the development of particular religious traditions, including their social practices, rituals, scriptures, and beliefs in historical context (RLST 11000 through 15000, 20000 through 22900).

B. Constructive Studies in Religion: courses that investigate constructive or normative questions about the nature and conduct of human life that are raised by religious traditions, including work in philosophy of religion, ethics, and theology (RLST 23000 through 25900).

C. Cultural Studies in Religion: courses that introduce issues in the social and cultural contingencies of religious thought and practice by emphasizing sociological, anthropological, and literary-critical perspectives on religion, and by raising comparative questions about differing religious and cultural traditions (RLST 26000 through 28900).

Senior Seminar and BA Paper

The two-quarter senior sequence (RLST 29800 BA Paper Seminar and RLST 29900 BA Paper) will assist students with the preparation of the required BA paper. During May of their third year, students will work with the preceptor to choose a faculty adviser and a topic for research, and to plan a course of study for the following year. These must be approved by the Director of Undergraduate Studies. Students will take part in the BA Paper Seminar convened by a preceptor during Autumn and Winter Quarters. This seminar will allow students to prepare their bibliographies, hone their writing, and present their research. Students will register for RLST 29800 BA Paper Seminar in the Autumn Quarter and for RLST 29900 BA Paper in the Winter Quarter. The BA paper will be due the second week of Spring Quarter. The length is typically between thirty and forty pages, with the upward limit being firm.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program. Approval from both departments is required. Students should consult with the departments by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both departments, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

GRADING

Religious Studies majors must receive quality grades in all courses in the major. With consent of instructor, nonmajors may take Religious Studies courses for P/F grading. Faculty will determine the criteria that constitute a Pass.

HONORS

Honors are awarded by the Divinity School's Committee on Undergraduate Studies. Students who write senior papers deemed exceptional by their faculty advisers will be eligible for consideration for graduation with honors. To be considered for honors, students must also have a 3.5 GPA or higher in the major and a 3.25 GPA or higher overall.

SUMMARY OF REQUIREMENTS

RLST 10100	Introduction to Religious Studies	100
One course in historical studies in religious traditions		100
One course in constructive studies in religion		100
One course in cultural studies in religion		100
Six additional courses in Religious Studies		600
RLST 29800	BA Paper Seminar	100
RLST 29900	BA Paper	100
Total Units		1200

MINOR PROGRAM IN RELIGIOUS STUDIES

The minor in Religious Studies requires a total of seven courses. RLST 10100 Introduction to Religious Studies is required of all minors. The remaining six courses should be chosen to reflect a broad understanding of the academic study of religion. Of these six, students must take at least one course in each of our three areas of study [Historical Studies (A), Constructive Studies (B), and Cultural Studies (C)]. Courses in the minor may not be double-counted with the student's major(s) or with other minors, and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The student must complete a substantial (at least 10–15 pages) paper or project. This work should engage critically with primary source materials and exemplify methodological sophistication in the study of religion, and should earn a grade no lower than B-. It is expected that this paper will normally be written as part of the student's course work for the minor. The Director of Undergraduate Studies will approve the paper for fulfillment of this requirement.

Students who elect the minor program in Religious Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Consent to complete a minor forms are available from the student's College adviser or online

at https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/consent_minor_program.pdf.

Sample Program

The following group of courses would satisfy a minor in Religious Studies:

RLST 10100	Introduction to Religious Studies	100
RLST 11005	Jewish Thought and Literature I: Introduction to the Hebrew Bible	100
RLST 12000	Introduction to the New Testament: Texts and Contexts	100
RLST 21801	Religion and Society in the Middle Ages	100
RLST 23603	Cosmos and Conscience: Looking for Ourselves Elsewhere	100
RLST 24913	Marginalized Theologies	100
RLST 28900	Magic, Science, and Religion	100

RELIGIOUS STUDIES COURSES

RLST 10100. Introduction to Religious Studies. 100 Units.

This course introduces some of the central concerns, problems, and materials of Religious Studies. Students are exposed to a range of primary and secondary source material grouped around a set of themes chosen by the instructor. Possible themes include canon, prophecy, revelation, initiation, priesthood, sacred space, discipline, and ritual.

Instructor(s): L. Pick Terms Offered: Autumn

Note(s): Required of students who are majoring in Religious Studies.

Equivalent Course(s): RELH 10100

RLST 11005. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

Instructor(s): J. Stackert Terms Offered: Autumn

Equivalent Course(s): BIBL 31000, JWSC 20004

RLST 12000. Introduction to the New Testament: Texts and Contexts. 100 Units.

Our main goal is a careful reading of the New Testament, while highlighting specific authors and specific passages. We will gain some useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these documents and explore the major literary genres represented in the canon. Some insights will be given in the history of research, and current methodologies will be reflected. In the end, each participant should be able to find a personal way of dealing with these texts.

Instructor(s): H-J. Klauck Terms Offered: Winter

Equivalent Course(s): BIBL 32500,FNDL 28202

RLST 20401-20402-20403. 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.

RLST 20401. Islamic Thought and Literature I. 100 Units.

This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.

Instructor(s): T. Qutbuddin Terms Offered: Autumn

Equivalent Course(s): NEHC 20601,SOSC 22000

RLST 20402. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20602,SOSC 22100

RLST 20403. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): NEHC 20603,SOSC 22200

RLST 20402. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20602,SOSC 22100

RLST 20403. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): NEHC 20603,SOSC 22200

RLST 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): F. Donner Terms Offered: Autumn

Prerequisite(s): Not open to first-year students

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20501,HIST 25704,HIST 35704,ISLM 30500

RLST 20604. Jewish History and Society I: Ancient Jerusalem. 100 Units.

Instructor(s): S. Chavel Terms Offered: Autumn

Equivalent Course(s): JWSC 20001,CRES 20001,HIST 22113,NEHC 20401,NEHC 30401,BIBL 31400

RLST 20801. Introduction to Islamic Law. 100 Units.

This course introduces students to the structure and central concepts of Islamic law, and explores its implementation in practice through its long history. The course pursues two parallel strands of inquiry. One weekly class meeting is dedicated to a close reading and discussion of primary legal texts in translation. In the second meeting, we trace the historical role of Islamic law in Muslim societies, beginning with the emergence of localized normative traditions and ending with a consideration of the nature of Islamic law in the modern globalized world. All readings in English.

Instructor(s): A. El Shamsy Terms Offered: Autumn

Equivalent Course(s): NEHC 20025, ISLM 30025, LAWS 80212

RLST 21801. Religion and Society in the Middle Ages. 100 Units.

This course examines some of the roles played by religion within medieval society. We consider topics such as the conversion of Europe to Christianity, monasticism, the cult of saints, the rise of the papacy, and the rise of heresy and religious dissent. We study medieval religious ideals as well as the institutions created to perpetuate those ideals, weighing the experience of the individual and the group. We read autobiographies, saints' lives, chronicles, miracle collections, papal documents, among other kinds of sources.

Instructor(s): L. Pick Terms Offered: Winter

Equivalent Course(s): HIST 27905

RLST 22400. Tolkien: Medieval and Modern. 100 Units.

J. R. R. Tolkien's *The Lord of the Rings* is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien's creation within the context of Tolkien's own work as both artist and scholar alongside its medieval sources and modern parallels. Themes to be addressed include the problem of genre and the uses of tradition; the nature of history and its relationship to place; the activity of creation and its relationship to language, beauty, evil, and power; the role of monsters in imagination and criticism; the twinned challenges of death and immortality, fate and free will; and the interaction between the world of "faerie" and religious belief.

Instructor(s): R. Fulton Terms Offered: Spring

Prerequisite(s): Must have read *The Lord of the Rings* prior to first day.

Equivalent Course(s): FNDL 24901, HIST 29902

RLST 23403. What Is Enlightenment? 100 Units.

What is enlightenment? How does one become enlightened, and who is enlightened? In Euro-American civilization, the eighteenth-century Age of Enlightenment championed the powers of human reason against religion and superstition to achieve scientific progress. Buddhism in the nineteenth century was represented by the heirs of Enlightenment as a religion for the Enlightenment to the point of not being a religion at all. Both traditions offer pathways to freedom (or liberation?) that draw on our rational capabilities, and both sponsor the production of knowledge that re-vision our place in the world. But they seem to be opposed: how could reason reject “religious” beliefs but also take part in “religious” traditions that aim to bring certain kinds of persons into being? We compare the mental models, discourses, methods of analysis, world-images, and practices of these traditions of enlightenment to assess the kinds of disciplines that their theoreticians and practitioners acquire and use.

Instructor(s): M. Browning, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): BPRO 28100

RLST 23603. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.

Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole—cosmos or civilization—and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of “knowledge” mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others “out there” in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves—seek understanding of the human condition—in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply “belief” or “practice,” the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.

Instructor(s): W. Schweiker, D. York Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): BPRO 23000, ASTR 23000

RLST 23605. Aquinas on God, Being, and Human Nature. 100 Units.

This course considers sections from Saint Thomas Aquinas’s *Summa Theologica*.

Among the topics considered are God’s existence; the relationship between God and Being; and human nature.

Instructor(s): S. Meredith Terms Offered: Spring

Equivalent Course(s): FNDL 20700, CLCV 23712

RLST 23903. Jainism: An Indian Religion and its Contributions to Philosophy. 100 Units.

The course will introduce the history and doctrines of the Jaina religion and, in the second half of the quarter, turn to consider a selection of recent writings on Jaina philosophy in particular. Though there is no formal prerequisite, the course will presuppose a basic background in the study of Indian religions and philosophies, as is given, for instance, in Indian Philosophy I & II (RLST 24201, RLST 24202). Please contact the instructor (m-kapstein@uchicago.edu) if you are uncertain as to your prior preparation.

Instructor(s): M. Kapstein Terms Offered: Winter

Prerequisite(s): Open only to Juniors and Seniors

RLST 24713. Augustine's Confessions. 100 Units.

Augustine's *Confessions* recount not only his own conversion(s), but seek to facilitate a conversion in his readers and, thereby, inaugurate a new form of meditative reading. Like Cicero's *Hortensius*, the text which prompted his long return to God, they thus belong to a genre of discourse known as protreptic in antiquity and designed to turn the reader towards the pursuit of wisdom. Of course, the *Confessions* as a confession participate in a number of other genres, and, thus, our analysis will have to take into account its generic complexity in order to understand how seeks to be read.

Instructor(s): C. Wild Terms Offered: Spring

Equivalent Course(s): FNDL 24713,CLCV 26512

RLST 24913. Marginalized Theologies. 100 Units.

This course considers texts from 20th century authors who represent paradigms of "marginalized theologies," roughly organized around the categories of class, race, and gender: Gustavo Gutiérrez, James Cone, and Mary Daly. We will consider the constructive and normative claims that these authors make about responsibility, liberation, and religious (or areligious) self-understanding, as well as their appropriation of traditions and resources that have often been used to marginalize them. We will be equally concerned, though, to come to a cultural and analytical understanding of the topics involved, such as the forms of connection between one's social location and theological self-understanding.

Instructor(s): R. Elgandy Terms Offered: Spring

RLST 25110. Maimonides and Hume on Religion. 100 Units.

This course will study in alternation chapters from Maimonides' *Guide of the Perplexed* and David Hume's *Dialogues* concerning Natural Religion, two major philosophical works whose literary forms are at least as important as their contents. Topics will include human knowledge of the existence and nature of God, anthropomorphism and idolatry, religious language, and the problem of evil. Time permitting, we shall also read other short works by these two authors on related themes. (II)

Instructor(s): J. Stern Terms Offered: Autumn

Equivalent Course(s): JWSC 26100,HIJD 35200,PHIL 25110

RLST 25112. Philosophy, Talmudic Culture, and Religious Experience: Soloveitchik. 100 Units.

Joseph Soloveitchik was one of the most important philosophers of religion of the twentieth century. Firmly rooted in the tradition of Biblical and Talmudic texts and culture, Soloveitchik elaborated a phenomenology of Jewish self-consciousness and religious experience that has significant implications for the philosophy of religion more generally. This course will consist of a study of some of his major books and essays. Topics to be covered may include the nature of Halakhic man and Soloveitchik's philosophical anthropology, the problem of faith in the modern world, questions of suffering, finitude, and human emotions, the nature of prayer, the idea of cleaving to God. Soloveitchik will be studied both from within the Jewish tradition and in the context of the classical questions of the philosophy of religion. Some previous familiarity with his thought is recommended. (I)

Instructor(s): A. Davidson Terms Offered: Winter

Equivalent Course(s): PHIL 25112, DVPR 35112, HIJD 35112, PHIL 35112

RLST 26150. Introduction to Buddhism. 100 Units.

This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.

Instructor(s): S. Collins Terms Offered: Autumn

Equivalent Course(s): SALC 29700

RLST 26801. Many Ramayanas. 100 Units.

This course is a close reading of the great Hindu Epic, the story of Rama's recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, *Many Ramayanas and Questioning Ramayanas*; the *Ramayanas of Valmiki* (in translation by Goldman, Sattar, Shastri, and R. K. Narayan), Kampan, and Tulsi; the *Yogavasishta-Maharamayana*; and contemporary comic books and films.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): HREL 42501, FNDL 22901, SALC 42501, SCTH 40701

RLST 27405. Hinduism: Sources and Contexts. 100 Units.

A survey of the texts of Hinduism, setting texts in historical contexts. The course is designed around the new Norton Anthology of Hinduism, supplemented by a history of the Hindus. The readings will focus closely on a few texts, some Sanskrit and some from vernacular literatures, from several historical periods. It will situate each major idea in the context of the historical events to which it responded: The Rig Veda in the Indo-European migrations, the Upanishads in the social crisis of the first cities on the Ganges, and so forth up to the present day BJP revisionist tactics. It will emphasize the alternative traditions of women and the lower classes.

Instructor(s): W. Doniger Terms Offered: Winter

Equivalent Course(s): HREL 41002

RLST 27600. The Art of Ancestral Worship. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 20100, ARTH 30100, EALC 24900, EALC 34900

RLST 28900. Magic, Science, and Religion. 100 Units.

A critical examination of anthropological approaches to the analytic categories “magic,” “science,” and “religion” from the discipline’s evolutionist beginnings to contemporary research.

Instructor(s): A. Doostdar Terms Offered: Winter

RLST 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

Note(s): Students are required to submit the College Reading and Research Course Form.

RLST 29800. BA Paper Seminar. 100 Units.

This class meets weekly to provide guidance for planning, researching, and writing the BA paper.

Terms Offered: Autumn

Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

Note(s): RLST 29800 and 29900 form a two-quarter sequence that is required of fourth-year students who are majoring in Religious Studies. Students will register via pink slip.

RLST 29900. BA Paper. 100 Units.

This class meets weekly to assist students in the preparation of drafts of their BA paper, which are formally presented and critiqued.

Terms Offered: Winter

Note(s): RLST 29800 and 29900 form a two-quarter sequence that is required of fourth-year students who are majoring in Religious Studies. Students will register via pink slip.



ROMANCE LANGUAGES AND LITERATURES

PROGRAM OF STUDY

The Department of Romance Languages and Literatures (RLLT) offers programs of study leading to the BA degree in French, Italian, or Spanish literature; or in some combination, which may include Catalan or Portuguese. Catalan and Portuguese offerings include a two-year language sequence, a Portuguese minor program, and selected literature and culture courses.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

The BA programs are designed to give students knowledge of the literature and culture of their area of concentration, as well as to develop their linguistic competence in one or more of the Romance languages.

RLLT students are encouraged to participate in the College's study abroad programs. These programs currently exist in France, Italy, Mexico, and Spain. Information is available from the study abroad office or at study-abroad.uchicago.edu.

Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses require consent of the instructor.

PROGRAM REQUIREMENTS

DEGREE PROGRAM IN A SINGLE LITERATURE

Students who elect the major program must meet with the appropriate RLLT undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students choose courses in consultation with the appropriate undergraduate adviser. Students must submit to the departmental office an approval form (<http://rll.uchicago.edu/sites/rll.uchicago.edu/files/RLLMajorForm.pdf>) for the major program signed by the appropriate RLLT undergraduate adviser by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form (<http://rll.uchicago.edu/sites/rll.uchicago.edu/files/RLLMajorForm.pdf>) to their College adviser.

The program in French, Italian, and Spanish languages and literatures consist of ten courses beyond FREN 20300 Language, History, and Culture III, ITAL 20300 Language, History, and Culture III, or SPAN 20300 Language, History, and Culture III.

One course must be an advanced language course:

One of the following:

100

FREN 20500	Ecrire en français
ITAL 20400	Corso di perfezionamento
SPAN 20400	Composición y conversación avanzada I

SPAN 20402 Curso de redacción académica para hablantes nativos

SPAN 20500 Composición y conversación avanzada II

SPAN 20602 Discurso académico para hablantes nativos

Students in French or Spanish are also required to take the following courses, which stress different approaches to literature and culture: FREN 21503 *Approches à l'analyse littéraire*, or SPAN 21500 *Introducción al análisis literario*.

In addition to these requirements, students must take eight courses in the literature or culture of specialization (nine for Italian). These courses are aimed at developing a broad knowledge of the field and, through the close study of major works, a proficiency in the critical techniques appropriate to their interpretation.

In French, at least one of these eight courses must be taken at the introductory level, and at least three of the eight (at any level) must include pre-nineteenth-century literature. Introductory-level courses (as designated in the course title) are designed as “gateway” courses that provide foundations for the major and are suitable for students who have just completed the advanced language requirement.

In Spanish, students must take three courses from the introductory sequence in the history of the literature, plus an additional five courses in literature and culture.

Three courses from the following:

300

SPAN 21703 Introducción a las literaturas hispánicas: textos españoles clásicos

SPAN 21803 Introducción a las literaturas hispánicas: textos españoles contemporáneos

SPAN 21903 Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia

SPAN 22003 Introducción a las literaturas hispánicas: del Modernismo al presente

BA Paper

RLLT students who wish to be considered for honors are required to write a BA paper, which must be submitted to the department no later than Friday of fifth week in Spring Quarter of their fourth year. By the beginning of their fourth year, students may be asked to submit a writing sample in the language of their major (or, in the case of equal emphasis on two literatures, in both). If the department deems language proficiency inadequate, there may be additional requirements to ensure that the BA paper can be successfully written in the language of study. Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Winter Quarter they may register for FREN 29900 BA Paper Preparation: French, ITAL 29900 BA Paper Preparation: Italian, or SPAN 29900 BA Paper Preparation: Spanish, with the faculty member chosen to direct the writing of the BA paper. **This course does not count as one of the literature or culture courses required for the major; it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: French

FREN 20500	Ecrire en français	100
FREN 21503	Approches à l'analyse littéraire	100
Eight courses in literature and culture (including at least one introductory course, and at least three including pre-nineteenth-century material)		800
BA paper (if the student wishes to qualify for honors)		
Total Units		1000

Summary of Requirements: Italian

ITAL 20400	Corso di perfezionamento	100
Nine courses in literature and culture		900
BA paper (if the student wishes to qualify for honors)		
Total Units		1000

Summary of Requirements: Spanish

One of the following:		100
SPAN 20400	Composición y conversación avanzada I	
SPAN 20402	Curso de redacción académica para hablantes nativos	
SPAN 20500	Composición y conversación avanzada II	
SPAN 20602	Discurso académico para hablantes nativos	
SPAN 21500	Introducción al análisis literario	100
Three of the following:		300
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	
SPAN 21903	Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia	
SPAN 22003	Introducción a las literaturas hispánicas: del Modernismo al presente	
Five courses in literature and culture		500
BA paper (if the student wishes to qualify for honors)		
Total Units		1000

DEGREE PROGRAM IN MORE THAN ONE LITERATURE

The programs in more than one Romance literature consist of twelve courses beyond the second-year language sequences. They are designed to accommodate the needs and interests of students who would like to broaden their literary experience. Linguistic competence in at least two Romance languages is assumed. There are two options: a program with equal emphasis on two literatures, and a program with greater emphasis on one literature. Students who wish to include Catalan or Portuguese in their program must choose the second option, with Portuguese or Catalan as a secondary literature.

Students who elect this major program must meet with the RLLT undergraduate adviser in each literature before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students choose courses in consultation with both RLLT undergraduate advisers. Students must submit to the departmental office an approval form (<http://rll.uchicago.edu/sites/rll.uchicago.edu/files/RLLMajorForm.pdf>) for the major program signed by both RLLT undergraduate advisers by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form (<http://rll.uchicago.edu/sites/rll.uchicago.edu/files/RLLMajorForm.pdf>) to their College adviser.

Students who wish to be considered for honors must write a BA paper under the guidance of a faculty adviser, as is the case of the major in a single literature.

Summary of Requirements

Program with Equal Emphasis on Two Literatures

Six courses comprising one introductory literature sequence in Spanish, and/or the agreed upon alternative in French or Italian 600

Six courses in literature equally divided between the same two Romance literatures, one of which must be FREN 21503, SPAN 21500, or the agreed upon alternative in Italian 600

BA paper (if the student wishes to qualify for honors)

Total Units 1200

Summary of Requirements

Program with Greater Emphasis on One Literature

One three-course introductory literature sequence in Spanish, or the agreed upon alternative in French or Italian 300

Five courses in the same Romance literature (French, Italian, or Spanish) 500

Three courses in a second Romance literature (Catalan, French, Italian, Portuguese, or Spanish) 300

One of the following: 100

FREN 21503 *Approches à l'analyse littéraire*

PORT 21500 *Curso de Aperfeiçoamento*

SPAN 21500 *Introducción al análisis literario*

The agreed upon alternative in Catalan or Italian

BA paper (if the student wishes to qualify for honors)

Total Units

1200

HONORS

To qualify for honors, students must have an overall GPA of 3.0 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser by fifth week of Spring Quarter and sustain an oral defense by sixth week. At least three members of the department's faculty must judge the paper and defense deserving of honors.

GRADING

RLLT majors must receive quality grades in all required courses. Nonmajors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

MINOR PROGRAM IN ROMANCE LANGUAGES AND LITERATURES

Students who elect the minor program must meet with the appropriate RLLT undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the undergraduate adviser of their language program. Students must submit to the departmental office an approval form (<http://rll.uchicago.edu/sites/rll.uchicago.edu/files/RLLMinorForm.pdf>) for the minor program signed by the appropriate RLLT undergraduate adviser. Students must then submit a copy of the signed approval form (<http://rll.uchicago.edu/sites/rll.uchicago.edu/files/RLLMinorForm.pdf>) to their College adviser by the deadline on the form.

The RLLT minor requires a total of six courses beyond the second-year language sequence (20100-20300 in French, Italian, or Spanish; 20100-20200 in Portuguese). One course must be an advanced language course (above 20300 in French, Italian, or Spanish; above 20200 in Portuguese). The balance must consist of five literature and culture courses, including at least two in the survey sequence for Portuguese or Spanish, or at least one introductory-level course in French. In French, at least one of the courses (at any level) must include pre-nineteenth-century material.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the appropriate undergraduate adviser. Minor program requirements are subject to revision.

Summary of Requirements: Minor in French

FREN 20500	Ecrire en français	100
Five literature and culture courses taught in French or including an assessed component in French (including at least one introductory course, and at least one including pre-nineteenth-century material)		500
Total Units		600

Summary of Requirements: Minor in Italian

ITAL 20400	Corso di perfezionamento	100
Five literature and culture courses taught in Italian or including an assessed component in Italian		500
Total Units		600

Summary of Requirements: Minor in Portuguese

PORT 21500	Curso de Aperfeiçoamento	100
A total of five courses from the following:		500
Two or three of the following:		
PORT 21803	Introduction to Latin American Cultural Theory	
PORT 27100	Introduction to Brazilian Culture: Essay, Fiction, Cinema, and Music	
Two or three literature and culture courses taught in Portuguese (or including an assessed component in Portuguese) and/or history discussion sessions held in Portuguese (or including an assessed component in Portuguese)		
Total Units		600

Summary of Requirements: Minor in Spanish

One of the following:		100
SPAN 20400	Composición y conversación avanzada I	
SPAN 20402	Curso de redacción académica para hablantes nativos	
SPAN 20500	Composición y conversación avanzada II	
SPAN 20602	Discurso académico para hablantes nativos	
A total of five courses from the following:		500
Two or three of the following:		
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	
SPAN 21903	Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia	
SPAN 22003	Introducción a las literaturas hispánicas: del Modernismo al presente	

Two or three literature and culture courses taught in Spanish

Total Units

600

NOTE: Some 30000- and 40000-level courses in Catalan (CATA), French (FREN), Italian (ITAL), Portuguese (PORT), and Spanish (SPAN) are open to advanced RLLT undergraduates with consent of instructor. For further information, consult the department.

CATALAN COURSES

Language

CATA 10100-10200-10300. Beginning Elementary Catalan I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Catalan. It provides students with a solid foundation in the basic patterns of spoken and written Catalan (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Catalan examination. Although the three courses constitute a sequence leading to the Catalan competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

CATA 10100. Beginning Elementary Catalan I. 100 Units.

Instructor(s): M. Rosàs Tosas Terms Offered: Autumn

Prerequisite(s): This course is intended for students who have no previous knowledge of Catalan and for those who need an in-depth review of the basic patterns of the language.

Note(s): Must be taken for a quality grade.

CATA 10200. Beginning Elementary Catalan II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 10100.

Instructor(s): M. Rosàs Tosas Terms Offered: Winter

Prerequisite(s): CATA 10100 or placement

Note(s): Must be taken for a quality grade.

CATA 10300. Beginning Elementary Catalan III. 100 Units.

This course expands on the material presented in CATA 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Catalan competency examination.

Instructor(s): M. Rosàs Tosas Terms Offered: Spring

Prerequisite(s): CATA 10200 or placement

Note(s): Must be taken for a quality grade.

CATA 10200. Beginning Elementary Catalan II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 10100.

Instructor(s): M. Rosàs Tosas Terms Offered: Winter

Prerequisite(s): CATA 10100 or placement

Note(s): Must be taken for a quality grade.

CATA 10300. Beginning Elementary Catalan III. 100 Units.

This course expands on the material presented in CATA 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Catalan competency examination.

Instructor(s): M. Rosàs Tosas Terms Offered: Spring

Prerequisite(s): CATA 10200 or placement

Note(s): Must be taken for a quality grade.

CATA 12200. Catalan for Speakers of Romance Languages. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this intermediate-level course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages.

Instructor(s): M. Rosàs Tosas Terms Offered: Autumn

Prerequisite(s): Familiarity with a Romance language.

Note(s): Must be taken for a quality grade.

CATA 29700. Readings in Special Topics. 100 Units.

This course involves directed readings in special topics not covered by courses offered as part of the program in Catalan. Subjects treated and work to be completed for this course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): CATA 10300 or 20200, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

Literature and Culture

CATA 21500. Introduction to Contemporary Catalonia. 100 Units.

This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, the folkloric calendar, cinema, gastronomy) as well as its current political situation and the role that emigration and immigration play in the constitution of the Catalan identity. Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan. A couple of sessions will be devoted to acquiring a "survival Catalan."

Instructor(s): M. Rosàs Tosas Terms Offered: Spring

CATA 21900. Introduction to Contemporary Catalan Literature. 100 Units.

This course provides a survey of major authors, works, and trends in Catalan literature from the beginning of the twentieth century to the present. We study works representing various literary genres (novel, poetry, short story) and analyze the most important cultural debates of the period.

Instructor(s): M. Rosàs Tosas Terms Offered: Winter

Note(s): Knowledge of Catalan highly recommended.

Equivalent Course(s): CATA 31900

CATA 25013. Theories and Practices of Everyday Life in Catalan Literature and Cinema. 100 Units.

Thanks to the theoretical reflections of some of the great French thinkers of the 1970's (Blanchot, Barthes, Lefebvre, De Certeau, Perec, etc.) and some of the major critics of more recent times (Sheringham, Highmore, Gumbrecht, etc.), one can analyze the concept of the "representations of everyday life" as a central axis of art, carrying out a vast, exhaustive and systematic exploration of contemporary novel and cinema, among other artistic forms like photography. This course explores some of the major examples of everyday life representations both urban and rural in contemporary Catalan culture through the analysis of some novels, short stories, travel writings and films. The course favours a historical, interdisciplinary and intertextual approach that facilitates interconnected readings of the texts selected for in-depth analysis. In order to enable the students to engage with the texts under study in an informed and scholarly manner, a number of theoretical approaches to everyday life theories will be developed. Special attention will be directed toward relationship between fiction and reality, literature and history, witness and literary reworking, the uses of literary images as historical evidences, Barcelona's literary representation, etc.

Instructor(s): X. Pla Terms Offered: Autumn

Note(s): Texts and films originally published in Catalan will be provided in translation into English or Spanish. Classes will be conducted in Spanish or English.

Equivalent Course(s): CATA 35013,SPAN 25013,SPAN 35013

FRENCH COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

FREN 10100-10200-10300. Beginning Elementary French I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in French. It provides students with a solid foundation in the basic patterns of spoken and written French (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them based on placement exam results.

FREN 10100. Beginning Elementary French I. 100 Units.

This course is intended for students who have no previous knowledge of French and for those who need an in-depth review of the very basic patterns of the language.

Terms Offered: Summer, Autumn, Winter

Note(s): Must be taken for a quality grade

FREN 10200. Beginning Elementary French II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in FREN 10100.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 10100 or placement.

Note(s): Must be taken for a quality grade.

FREN 10300. Beginning Elementary French III. 100 Units.

This course expands on the material presented in FREN 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 10200 or placement.

Note(s): Must be taken for a quality grade.

FREN 10200. Beginning Elementary French II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in FREN 10100.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 10100 or placement.

Note(s): Must be taken for a quality grade.

FREN 10300. Beginning Elementary French III. 100 Units.

This course expands on the material presented in FREN 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 10200 or placement.

Note(s): Must be taken for a quality grade.

FREN 13100. Introduction to French through Reading. 100 Units.

This intensive course is intended to introduce beginning students to the French language through reading. Students read a variety of French texts from multiple sources and acquire a basic set of vocabulary and grammatical structure that enables reading proficiency in French. Reading is individualized according to students' needs and desires. This course is intended for students with little to no background in French.

Terms Offered: Summer

Note(s): Must be taken for a quality grade.

FREN 20100-20200-20300. Language, History, and Culture I-II-III.

Courses in this sequence must be taken for a quality grade. In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills by describing, narrating, and presenting arguments.

They are exposed to texts and audio-visual materials that provide them with a deeper understanding of French literature, culture, and contemporary society.

FREN 20100. Language, History, and Culture I. 100 Units.

This course is intended as a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of contemporary French society through a variety of texts and audio-visual materials.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 10300 or placement

Note(s): Must be taken for a quality grade.

FREN 20200. Language, History, and Culture II. 100 Units.

This course helps students develop their descriptive and narrative skills through a variety of texts, audio-visual materials, and activities.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 20100 or placement.

Note(s): Must be taken for a quality grade.

FREN 20300. Language, History, and Culture III. 100 Units.

This course helps students develop their skills in understanding and producing written and spoken arguments in French through readings and debates on various issues relevant to contemporary French society.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): PQ: FREN 20200 or placement

Note(s): Must be taken for a quality grade.

FREN 20200. Language, History, and Culture II. 100 Units.

This course helps students develop their descriptive and narrative skills through a variety of texts, audio-visual materials, and activities.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): FREN 20100 or placement.

Note(s): Must be taken for a quality grade.

FREN 20300. Language, History, and Culture III. 100 Units.

This course helps students develop their skills in understanding and producing written and spoken arguments in French through readings and debates on various issues relevant to contemporary French society.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): PQ: FREN 20200 or placement

Note(s): Must be taken for a quality grade.

FREN 20500. Ecrire en français. 100 Units.

The main goal of this course is to help students acquire advanced grammatical knowledge of the French language and develop their writing skills. This course is strongly recommended for all students who intend to take courses in which writing essays in French are required: French literature classes on campus, the Autumn Paris Civilization program, or the academic yearlong program in Paris. It is also strongly recommended for students who wish to take the advanced proficiency exam in French.

Terms Offered: Autumn, Winter, Spring
Prerequisite(s): FREN 20300 or placement
Note(s): Must be taken for a quality grade

FREN 20601. Expression orale et phonétique. 100 Units.

This course focuses on developing the tools necessary for advanced oral proficiency in an academic context. Through active class participation involving a number of class presentations, students practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). Special emphasis is placed on correct pronunciation.

Terms Offered: Spring
Prerequisite(s): FREN 20300 or placement
Note(s): This course does not count toward major or minor requirements. Must be taken for a quality grade.

Literature and Culture

All literature classes are conducted in French unless otherwise indicated. Students who are taking a course for credit toward the French major or minor do all work in French. With prior consent of instructor, nonmajors may write in English.

FREN 21503. Approches à l'analyse littéraire. 100 Units.

This course will focus on the metaliterary production of authors such as Deschamps, Boileau, Verlaine, Breton, Sartre, and Robbe-Grillet in order to see how literature has theorized and reinvented itself across time.

Instructor(s): A. James Terms Offered: Winter
Prerequisite(s): FREN 20500 and one previous literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 31503

FREN 21803. Introduction à la littérature française II: Littérature à l'Age des Lumières. 100 Units.

In this introductory-level course we will read great classics from the eighteenth century including works by Montesquieu, Prévost, Voltaire, Diderot, and Beaumarchais.

Instructor(s): R. Morrissey Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): Readings, discussions, and papers in French.

FREN 21903. Introduction à la littérature française III: Littérature du 19e. 100 Units.

An introduction to some major nineteenth-century French literary works, this course emphasizes the main cultural debates of the period through some close readings and discussions. We study various literary genres from early Romanticism to the rise of Symbolism. Authors may include Chateaubriand, Mme de Staël, Benjamin Constant, Balzac, George Sand, Hugo, Musset, Zola, Lamartine, Baudelaire, Rimbaud, Verlaine, and Mallarmé.

Instructor(s): D. Desormeaux Terms Offered: Winter

Prerequisite(s): FREN 20500

Note(s): Classes conducted in French.

FREN 22000. Poésie et Récit au Moyen Âge. 100 Units.

Ce cours examinera les capacités et les possibilités narratives de la poésie du Moyen Âge, ainsi que les rapports entre l'écriture lyrique et le récit. Nous nous concentrerons sur le dit narratif et les textes hybrides.

Instructor(s): D. Delogu Terms Offered: Autumn

Prerequisite(s): FREN 20500 and one previous literature course taught in French.

Note(s): Taught in French.

Equivalent Course(s): FREN 32000

FREN 22775. Montaigne: vie privée et vie publique. 100 Units.

La constitution littéraire et philosophique des *Essais* fut influencée par le souci de Montaigne de réaliser des ambitions et des aspirations politiques. Il faut démythifier l'image d'Épinal qui présente l'essayiste isolé dans sa tour, loin des agitations de son temps, jouant avec sa chatte et s'interrogeant sur la condition humaine. Cette lecture d'un Montaigne public a pour but de mieux comprendre les transformations des *Essais* sur vingt ans (1572-1592). La gageure est de considérer Montaigne et ses stratégies de publication des *Essais* – différentes dans le temps – dans le cadre d'une carrière publique (où plutôt de carrières au pluriel) et à la lumière des événements de leur temps qui marquent et influencent ses choix. Il ne s'agit pas de coller Montaigne à l'histoire de son temps, mais d'offrir une nouvelle interprétation des *Essais* et de considérer ce que son livre a pu représenter aux yeux de leur auteur et de ses lecteurs à des moments différents d'une longue carrière publique comme conseiller au parlement de Bordeaux, maire de cette cité et négociateur entre Henri III et Henri de Navarre.

Instructor(s): P. Desan Terms Offered: Winter

Note(s): Taught in French.

Equivalent Course(s): FREN 32775, REMS 32775, FNDL 22714

FREN 23013. Crime, justice et rédemption dans la littérature française des XIX^{ème} et XX^{ème} siècles. 100 Units.

Suite à la révolution de 1789, le XIX^{ème} siècle substitue à la monarchie française une succession de régimes politiques qui essaient d'assurer l'ordre dans un pays en plein bouleversement. Ainsi, tout au long des XIX^{ème} et XX^{ème} siècles de nombreux écrivains portent leur regard à la fois sur les inégalités sociales, les dérives de l'institution judiciaire, ou encore l'univers du crime. Nous examinerons dans ce cours l'intérêt porté à ces questions par certains des grands auteurs de la période (Hugo, Balzac, Sue, Dumas, Flaubert, Mérimée, Zola, Sartre, Camus...). Notre réflexion s'appuiera sur une lecture précise de certaines de leurs œuvres marquantes, appartenant à des genres littéraires différents.

Instructor(s): I. Faton Terms Offered: Autumn

Prerequisite(s): FREN 25000

Note(s): Introductory-level; taught in French.

FREN 23500. Caribbean Fiction: Self-Understanding and Exoticism. 100 Units.

The Caribbean is often described as enigmatic, uncommon, and supernatural. While foreigners assume that the Caribbean is exotic, this course will explore this assumption from a Caribbean perspective. We will examine the links between Caribbean and Old World imagination, the relationship between exoticism and Caribbean notions of superstition, and the way in which the Caribbean fictional universe derives from a variety of cultural myths.

Instructor(s): D. Desormeaux Terms Offered: Winter

Note(s): The course will be taught in English and all required texts are in English and English translations from French. A weekly session in French will be held for majors and graduate students in French and Comparative Literature.

Equivalent Course(s): FREN 33500, CMLT 21801, CMLT 31801

FREN 24301. Le Règne des passions au 17^e siècle. 100 Units.

This course is a study of the Early Modern vision of human passions, as reflected in literature. We read plays by Shakespeare, Corneille and Racine, narratives by Cervantes, d'Urfé, Saint-Réal, and Mme de La Fayette and maxims by La Rochefoucauld and Pascal.

Instructor(s): T. Pavel Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing.

Note(s): The course is in French and most required texts are in French.

Equivalent Course(s): FREN 34301, REMS 34301

FREN 25703. Le Roman et L'Histoire (XIX^e-XX^e Siecles) 100 Units.

While the nineteenth-century novel has a privileged relationship with history, twentieth-century literature is marked by a double movement of engagement with and detachment from contemporary events. This course will examine this evolution through the study of some key works from the nineteenth century to the present.

Themes will include the representation and fictionalization of history, memory and quest, and the transformations of realism. Among the authors studied will be Zola, Duras, Modiano, Nemirowsky, and Djébar.

Instructor(s): A. James Terms Offered: Spring

Note(s): Taught in French.

FREN 26003. Introduction à l'autobiographie. 100 Units.

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Perec, and Sarraute.

Instructor(s): A. James Terms Offered: Spring

Prerequisite(s): FREN 20500

Note(s): Taught in French.

Equivalent Course(s):

FREN 26103. Les Misérables. 100 Units.

In this course we read *Les Misérables* and discuss the work's message, structure and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.

Instructor(s): R. Morrissey Terms Offered: Winter

Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.

Equivalent Course(s): FREN 36103, FNDL 26100

FREN 26600. Anténor Firmin: De l'égalité des races humaines: Anthropologie positive (1885) 100 Units.

Ce séminaire se penche sur la vie intellectuelle d'Anténor Firmin (1850-1911), politicien, anthropologue haïtien du 19^e siècle et premier membre de race noire de la prestigieuse Société d'Anthropologie de Paris. Grand théoricien de la race, on le connaît principalement pour sa colossale réponse, *De l'égalité des races*, au célèbre ouvrage, *Essai sur l'inégalité des races humaines*, de celui qu'on appelle désormais «l'inventeur du racisme», Arthur Gobineau. Si l'on en croit le témoignage de l'éminent anthropologue américain Melville Herskovits qui se réclame de sa pensée, Firmin aurait exercé une influence décisive sur le développement de tout un pan de l'anthropologie aux Antilles et aux États-Unis. Ce qui nous intéresse davantage dans le cadre du séminaire, c'est un examen approfondi de son travail de théoricien du postcolonialisme; car il figure parmi les premiers à s'interroger, vers la fin du 19^e siècle, avant même le mouvement de la négritude, sur la spécificité possible d'une pensée proprement nègre.

Instructor(s): D. Desormeaux Terms Offered: Autumn

Note(s): Taught in French. Undergrads permitted with consent of instructor.

Equivalent Course(s): FREN 36600

FREN 26701. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CLAS 36713,CLCV 26713,FNDL 22912,FREN 36701,BPRO 26700

FREN 29100. Pascal and Simone Weil. 100 Units.

Pascal in the seventeenth century and Simone Weil in the twentieth formulated a compelling vision of the human condition, torn between greatness and misery. They showed how human imperfection coexists with the noblest callings, how attention struggles with diversion and how individuals can be rescued from their usual reliance on public opinion and customary beliefs. Both thinkers point to the religious dimension of human experience and suggest unorthodox ways of approaching it.

Instructor(s): T. Pavel Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing.

Note(s): The course will be taught in English. For French undergraduates and graduates, we will hold a bi-weekly one-hour meeting to study the original French texts.

Equivalent Course(s): FREN 39100,CMLT 29101,CMLT 39101,FNDL 21806

FREN 29700. Readings in Special Topics. 100 Units.

This course is a study of directed readings in special topics not covered by courses offered as part of the program in French. Subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): FREN 10300 or 20300, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

FREN 2990. BA Paper Preparation: French. 100 Units.

In consultation with a faculty member, students devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

Other Courses of Interest

RLLT 24402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.

The course will introduce the students to the oldest sub-genres of the novel, the idealist story, the chivalric tale and the pastoral. It will emphasize the originality of these forms and discuss their interaction with the Spanish, French, and English novel.

Instructor(s): T. Pavel, G. Most Terms Offered: Winter

Equivalent Course(s): CMLT 34402, SCTH 35914, RLLT 34402, CMLT 24402

SOSC 27501-27601-27701. Civilisation Européenne I-II-III.

Enrollment in Paris study abroad program. This sequence meets the general education requirement in civilization studies. Cette série de cours est un hybride: à la fois une introduction à l'histoire de la civilisation européenne depuis le Moyen Age et une vue d'ensemble de l'histoire de France durant cette période. Notre objectif sera double: d'une part, intégrer étude de textes et découverte de Paris et de sa région; de l'autre, pratiquer le métier d'historiens de la culture. Pour ce faire, nous analyserons de nombreux documents historiques et oeuvres littéraires, philosophiques, artistiques, et musicales. Nous en discuterons lors de nos trois réunions hebdomadaires. De plus, nous étudierons la civilisation française à travers les villages, monastères, et châteaux de la région parisienne et ailleurs. Classes conducted in French. This class meets in Paris.

SOSC 27501. Civilisation Européenne I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Advanced knowledge of French

SOSC 27601. Civilisation Européenne II. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne III. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27601. Civilisation Européenne II. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne III. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

ITALIAN COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

ITAL 10100-10200-10300. Beginning Elementary Italian I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Italian. It provides students with a solid foundation in the basic patterns of spoken and written Italian (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes constitute a sequence, there is enough review and recycling at every level for students to enter the sequence at whatever level is appropriate for them. Cultural awareness is enhanced through the use of authentic audio-visual materials and literary texts.

ITAL 10100. Beginning Elementary Italian I. 100 Units.

This course is intended for students who have no previous knowledge of Italian and for those who need an in-depth review of the basic patterns of the language.

Terms Offered: Summer, Autumn

Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.

This course offer a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.

Terms Offered: Summer, Winter

Prerequisite(s): ITAL 10100 or placement

Note(s): Must be taken for a quality grade.

ITAL 10300. Beginning Elementary Italian III. 100 Units.

This course expands on the material presented in ITAL 10200, reviewing and elaborating the basic patterns of the language. Successful completion of ITAL 10300 meets the language competence requirement.

Terms Offered: Summer, Spring

Prerequisite(s): ITAL 10200 or placement

Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.

This course offer a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.

Terms Offered: Summer, Winter

Prerequisite(s): ITAL 10100 or placement

Note(s): Must be taken for a quality grade.

ITAL 10300. Beginning Elementary Italian III. 100 Units.

This course expands on the material presented in ITAL 10200, reviewing and elaborating the basic patterns of the language. Successful completion of ITAL 10300 meets the language competence requirement.

Terms Offered: Summer, Spring

Prerequisite(s): ITAL 10200 or placement

Note(s): Must be taken for a quality grade.

ITAL 20100-20200-20300. Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to literary and nonliterary texts and audio-visual materials that provide them with a deeper understanding of the Italian-speaking world.

ITAL 20100. Language, History, and Culture I. 100 Units.

This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Italian-speaking world through the reading of excerpts from contemporary Italian literature.

Terms Offered: Autumn

Prerequisite(s): ITAL 10300 or placement

Note(s): Must be taken for a quality grade.

ITAL 20200. Language, History, and Culture II. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Italian-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore different genres, while reviewing grammatical and lexical items. Cultural awareness is enhanced through close study of contemporary Italian film and literature, as well as through in-class discussion.

Terms Offered: Winter

Prerequisite(s): ITAL 20100 or placement

Note(s): Must be taken for a quality grade.

ITAL 20300. Language, History, and Culture III. 100 Units.

This course completes the study of the common grammatical functions and syntactical structures of the oral and written language and introduces students to description and analysis of a variety of texts through written, oral, listening, and reading activities. Students read a contemporary Italian novel and a selection of Italian poetry.

Terms Offered: Spring

Prerequisite(s): ITAL 20200 or placement

Note(s): Must be taken for a quality grade.

ITAL 20200. Language, History, and Culture II. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Italian-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore different genres, while reviewing grammatical and lexical items. Cultural awareness is enhanced through close study of contemporary Italian film and literature, as well as through in-class discussion.

Terms Offered: Winter

Prerequisite(s): ITAL 20100 or placement

Note(s): Must be taken for a quality grade.

ITAL 20300. Language, History, and Culture III. 100 Units.

This course completes the study of the common grammatical functions and syntactical structures of the oral and written language and introduces students to description and analysis of a variety of texts through written, oral, listening, and reading activities. Students read a contemporary Italian novel and a selection of Italian poetry.

Terms Offered: Spring

Prerequisite(s): ITAL 20200 or placement

Note(s): Must be taken for a quality grade.

ITAL 20400. Corso di perfezionamento. 100 Units.

This course helps students achieve a very high level of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structure and organization of several types of written Italian discourse. This course is also intended to help students attain high levels in reading, speaking, and listening through readings and debates on various issues of relevance in contemporary Italian society.

Terms Offered: Autumn, Winter

Prerequisite(s): ITAL 20300, placement, or consent of instructor

Note(s): Must be taken for a quality grade.

Literature and Culture

All literature and culture classes are conducted in Italian unless otherwise indicated. Students who are taking a course for credit toward the Italian major or minor do all work in Italian. With prior consent of instructor, nonmajors may write in English.

ITAL 23000. Machiavelli and Machiavellism. 100 Units.

This course is a comprehensive introduction to Machiavelli's *The Prince* in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright (*The Mandrake*), fiction writer (*Belfagor*, *The Golden Ass*), and historian (*Discourses*, *Florentine Histories*). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

Instructor(s): R. Rubini Terms Offered: Spring

Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.

Equivalent Course(s): FNDL 21603, CMLT 25801, REMS 33001

ITAL 23502. Boccaccio's Decameron. 100 Units.

Written in the midst of the social disruption caused by the Black Death (1348), the *Decameron* may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's *Decameron* form a structural masterpiece that anticipates the Renaissance epics, Chaucer's *Canterbury Tales*, and the modern short story.

Instructor(s): J. Steinberg Terms Offered: Autumn

Note(s): Classes conducted in English

Equivalent Course(s): FNDL 21714, ITAL 33502, REMS 33502

ITAL 24700. Giacomo Leopardi. 100 Units.

Il corso prevede la lettura di *Operette morali*, passi scelti dello zibaldone, e una serie di poesie. Partendo dal *Cantico del gallo silvestre*, nelle operette morali, si cercherà di mettere in discussione l'idea completamente negativa del "pessimismo leopardiano". Si mostrerà un percorso di pensieri leopardiani dove la negazione e le "vedute pessimistiche" fanno parte d'un lungo discorso antropologico. Quello che emerge è un uso del pensiero che non è da intendere come costruttivo, ma "dissipatorio." È un'altra e diversa forma di energia che, nel dissipare o dissolvere le aspettative del futuro, permette di vedere uno stato particolare dell'essere.

Instructor(s): A. Maggi Terms Offered: Autumn

Note(s): Taught in Italian.

Equivalent Course(s): FNDL 27801

ITAL 24803. Outsiders I: Elsa Morante. 100 Units.

One of the most innovative and original writers of twentieth-century Italy, Elsa Morante (1912–1985) did not enjoy canonization and full integration into the modern Italian novel tradition during her life. From the late 1940s to her death, her works stimulated numerous critical debates, but she remained fundamentally an “outsider” whose art could not find a comfortable place in the prevailing niches into which her more “insider” contemporaries were placed. In this course we shall read and analyze in detail her novels and essays, and consider the earlier and more recent critical reception of her corpus. We shall also consider her influence on subsequent writers, and the ways in which her poetics and practice interact in important ways with feminist, queer, and political theories of current interest.

Instructor(s): R. West Terms Offered: Autumn

Note(s): Taught in Italian.

Equivalent Course(s): FNDL 25302,GNDR 28601

ITAL 25500. Poesia lirica del '500. 100 Units.

This course studies the complex Petrarchan and anti-Petrarchan poetic movement in sixteenth-century Italy. We will study in detail a number of major poetic figures, from Pietro Bembo, to Monsignor Della Casa, but also Michelangelo and Ludovico Ariosto. Special attention will be given to several women poets, such as Vittoria Colonna and Veronica Gambara. We will also study the technical aspects of Renaissance lyric poetry (verses, rhetorical devices, etc.) in its relationship with Petrarch's *Canzoniere*. We will also read some important self-commentaries that fundamental poets such as Torquato Tasso wrote about their own poetic compositions.

Instructor(s): A. Maggi Terms Offered: Autumn

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 35500,REMS 35500

ITAL 26000. Gramsci. 100 Units.

In this course we read selections from Antonio Gramsci's *Letters* and *Prison Notebooks* side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed *testi alla mano* with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (“the cosmopolitan intellectual”), Savonarola (the “disarmed prophet”), Machiavelli (the “modern prince”), and Guicciardini (the “particolare”); for Italy's “long Risorgimento,” Vico (“living philology”), Cuoco (“passive revolution”), Manzoni (“questione della lingua”), Gioberti (“clericalism”), and De Sanctis (the “Man of Guicciardini”); and Croce (the “anti-Croce”) and Pirandello (theater and “national-popular” literature), for Italy's twentieth century.

Instructor(s): R. Rubini Terms Offered: Winter

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 36000,REMS 36000,FNDL 26206

ITAL 27300. Autobiography in the Italian Renaissance. 100 Units.

This course introduces undergraduate students to the culture and literature of the Italian Renaissance, an age that saw the birth of modern "individualism," through one of its most characteristic literary genres: Autobiography. Close attention is given to the evolution of this genre in order to pin-point shifts and changes in the self-perception of the Renaissance man. Texts include: Dante's *Vita Nuova*, Petrarch's *Familiar Letters*, Pius II's *Commentaries*, Girolamo Cardano's *The Book of My Life*, Giorgio Vasari's *The Lives of the Artists*, Benvenuto Cellini's *Autobiography*.

Instructor(s): R. Rubini Terms Offered: Spring

Note(s): Course conducted in English. Italian majors and minors will do all work in Italian.

ITAL 28400. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informate di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolino"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo."

Instructor(s): A. Maggi Terms Offered: Winter

Equivalent Course(s): ITAL 38400, CMST 23500, CMST 33500, GNSE 28600, FNDL 28401

ITAL 29700. Readings in Special Topics. 100 Units.

This course provides directed readings in special topics not covered as part of the program in Italian. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): ITAL 10300 or 20300, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

ITAL 29900. BA Paper Preparation: Italian. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

PORTUGUESE COURSES**Language**

Must be taken for a quality grade. No auditors are permitted.

PORT 10100-10200-10300. Beginning Elementary Portuguese I-II-III.

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

PORT 10100. Beginning Elementary Portuguese I. 100 Units.

This course is intended for students who have no previous knowledge of Portuguese and for students who need an in-depth review of the basic patterns of the language.

Terms Offered: Autumn

Note(s): Must be taken for a quality grade.

PORT 10200. Beginning Elementary Portuguese II. 100 Units.

This course is a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.

Terms Offered: Winter

Prerequisite(s): PORT 10100 or placement

Note(s): Must be taken for a quality grade.

PORT 10300. Beginning Elementary Portuguese III. 100 Units.

This course expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Spring

Prerequisite(s): PORT 10200 or placement

Note(s): Successful completion of PORT 10300 fulfills the competency requirement. Must be taken for a quality grade.

PORT 10200. Beginning Elementary Portuguese II. 100 Units.

This course is a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.

Terms Offered: Winter

Prerequisite(s): PORT 10100 or placement

Note(s): Must be taken for a quality grade.

PORT 10300. Beginning Elementary Portuguese III. 100 Units.

This course expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Spring

Prerequisite(s): PORT 10200 or placement

Note(s): Successful completion of PORT 10300 fulfills the competency requirement. Must be taken for a quality grade.

PORT 12200. Portuguese for Spanish Speakers. 100 Units.

This class is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Instructor(s): A.-M. Lima Terms Offered: Spring

Prerequisite(s): SPAN 20100 or consent of instructor

Note(s): Must be taken for a quality grade.

Equivalent Course(s): LACS 12200

PORT 20100-20200. Intermediate Portuguese; Advanced Portuguese.

In this intermediate/advanced-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of Portuguese literature, culture, and contemporary society.

PORT 20100. Intermediate Portuguese. 100 Units.

This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of Luso-Brazilian tradition through a variety of texts.

Instructor(s): A.-M. Lima Terms Offered: Autumn

Prerequisite(s): PORT 10300 or placement

Note(s): Must be taken for a quality grade.

PORT 20200. Advanced Portuguese. 100 Units.

This course helps students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, as well as to produce their own analysis and commentaries.

Instructor(s): A.-M. Lima Terms Offered: Winter

Prerequisite(s): PORT 20100 or placement

Note(s): Must be taken for a quality grade.

PORT 20200. Advanced Portuguese. 100 Units.

This course helps students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, as well as to produce their own analysis and commentaries.

Instructor(s): A.-M. Lima Terms Offered: Winter

Prerequisite(s): PORT 20100 or placement

Note(s): Must be taken for a quality grade.

PORT 21500. Curso de Aperfeiçoamento. 100 Units.

This course helps students develop their skills in understanding, summarizing, and producing written and spoken arguments in Portuguese through readings and debates on various issues of relevance in contemporary Luso-Brazilian societies. Special consideration is given to the major differences between continental and Brazilian Portuguese. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills in a series of compositions.

Instructor(s): A.-M. Lima Terms Offered: Spring

Prerequisite(s): PORT 20200 or consent of instructor

Note(s): Must be taken for a quality grade.

Literature and Culture

PORT 25000. Brazilian Narratives. 100 Units.

This course examines an array of representative texts written in Brazil during the nineteenth century to the present. We will read novels, short stories, essays, and poems. Authors to be studied include Machado de Assis, Mário de Andrade, Mário de Andrade, Gilberto Freyre, Sergio Buarque de Holanda, Silviano Santiago, and others.

Instructor(s): A. Melo Terms Offered: Winter

Note(s): Taught in Portuguese.

Equivalent Course(s): PORT 35000,LACS 26000,LACS 36000

PORT 26502. Brazilian Literature and Cinema. 100 Units.

In this class, we will discuss the intricate and complex relationship between literature and film in Brazilian culture. Should film adaptations be faithful to the novels by which they were inspired? Should such films be regarded as interpretations of the original text or should they be evaluated as an autonomous cultural production? What role do they play in the process of canonization of a literary work? Those are questions that we will try to answer throughout the quarter.

Instructor(s): A. Melo Terms Offered: Spring

Note(s): All the books will be available in English. Taught in English with an additional weekly session in Portuguese for students seeking Portuguese credit.

Equivalent Course(s): PORT 36502,LACS 26602,LACS 36602

PORT 27000. Lusophone Postcolonial Studies. 100 Units.

The main goal of this seminar is to discuss the specificities and predicaments of Lusophone Postcolonial Studies. In what sense can Portuguese colonialism be compared to its British and French counterparts? What was the role played by Brazil in the relation between Portugal and Lusophone Africa? (Did Brazil represent a model to be followed by African anti-colonial intellectuals in their search for political and cultural independence? Or was Brazil complicit with Portuguese colonialism?) How should we account for this kind of South-South relationship between Brazil and Lusophone African countries? These are the questions we will address in this seminar.

Instructor(s): A. Melo Terms Offered: Spring

Note(s): Taught in English with an additional weekly session in Portuguese for students seeking Portuguese credit.

Equivalent Course(s): PORT 37000,LACS 27004,LACS 37004

PORT 29700. Readings in Special Topics. 100 Units.

This course is directed readings in special topics not covered as part of the program in Portuguese. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): PORT 10300 or 20200, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

SPANISH COURSES**Language**

Must be taken for a quality grade. No auditors are permitted.

SPAN 10100-10200-10300. Beginning Elementary Spanish I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Spanish. It provides students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Spanish examination. Although the three classes constitute a sequence leading to the Spanish competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

SPAN 10100. Beginning Elementary Spanish I. 100 Units.

This course is intended for students who have no previous knowledge of Spanish, and for those who need an in-depth review of the basic patterns of the language.

Terms Offered: Summer, Autumn, Winter

Note(s): Must be taken for a quality grade.

SPAN 10200. Beginning Elementary Spanish II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in SPAN 10100.

Terms Offered: Summer, Winter, Spring

Prerequisite(s): SPAN 10100 or placement

Note(s): Must be taken for a quality grade.

SPAN 10300. Beginning Elementary Spanish III. 100 Units.

This course expands on the material presented in SPAN 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Spanish competency examination.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 10200 or placement

Note(s): Must be taken for a quality grade.

SPAN 10200. Beginning Elementary Spanish II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in SPAN 10100.

Terms Offered: Summer, Winter, Spring

Prerequisite(s): SPAN 10100 or placement

Note(s): Must be taken for a quality grade.

SPAN 10300. Beginning Elementary Spanish III. 100 Units.

This course expands on the material presented in SPAN 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Spanish competency examination.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 10200 or placement

Note(s): Must be taken for a quality grade.

SPAN 20100-20200-20300. Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review but most of all extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of the Spanish-speaking world.

SPAN 20100. Language, History, and Culture I. 100 Units.

This course is a general extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Spanish-speaking world through a variety of texts and audio-visual materials.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 10300 or placement

Note(s): Must be taken for a quality grade.

SPAN 20200. Language, History, and Culture II. 100 Units.

This course focuses on both objective and subjective description of people, places, and life processes. A variety of written, oral, listening, and reading activities allow students to explore different genres while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media, as well as through in-class discussion.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 20100 or placement

Note(s): Must be taken for a quality grade.

SPAN 20300. Language, History, and Culture III. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Spanish-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore an ample selection of topics, while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media as well as through in-class oral presentations and discussions.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 20200 or placement

Note(s): Must be taken for a quality grade.

SPAN 20102-20202-20302. Language, History, and Culture for Heritage Speakers I-II-III.**SPAN 20102. Language, History, and Culture for Heritage Speakers I. 100 Units.**

This course is recommended for students who place in SPAN 20100 and plan to continue in the sequence of courses for native and heritage speakers. This basic intermediate-level course helps students who are heritage speakers of Spanish improve their oral, writing, and reading skills and formalize their linguistic ability. Basic grammatical patterns (e.g., grammar, vocabulary, sociocultural norms) and orthographic conventions are reviewed and practiced in a variety of short papers, oral presentations, and class discussions. Awareness of contemporary Hispanic societies and their historical roots is enhanced through exposure to a variety of literary and nonliterary texts and authentic audio-visual materials.

Terms Offered: Autumn

Prerequisite(s): SPAN 10300 or placement. Open only to heritage speakers or with consent of instructor (based on evaluation)

Note(s): Must be taken for a quality grade.

SPAN 20202. Language, History, and Culture for Heritage Speakers II. 100 Units.

This intermediate-level course, which is intended for native or heritage speakers of Spanish, focuses on improving descriptive language skills. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of short papers and class discussions. Both literary and nonliterary texts are read and discussed to enhance awareness of contemporary Hispanic societies and their historical roots. Students are also exposed to the linguistic diversity of Spanish-speaking countries through a variety of audio-visual materials.

Terms Offered: Winter

Prerequisite(s): SPAN 20102 or consent of instructor (based on evaluation)

Note(s): Must be taken for a quality grade.

SPAN 20302. Language, History, and Culture for Heritage Speakers III. 100 Units.

This course teaches students how to use written and spoken language to debate and to formulate cogent arguments. We analyze particular topics related to the Spanish-speaking world and participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of papers and class discussions. Students are exposed to a variety of texts and audio-visual material that exemplifies the different cultures and dialects of the Spanish-speaking world.

Terms Offered: Spring

Prerequisite(s): SPAN 20202 or consent of instructor (based on evaluation)

Note(s): Must be taken for a quality grade.

SPAN 20200. Language, History, and Culture II. 100 Units.

This course focuses on both objective and subjective description of people, places, and life processes. A variety of written, oral, listening, and reading activities allow students to explore different genres while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media, as well as through in-class discussion.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 20100 or placement

Note(s): Must be taken for a quality grade.

SPAN 20202. Language, History, and Culture for Heritage Speakers II. 100 Units.

This intermediate-level course, which is intended for native or heritage speakers of Spanish, focuses on improving descriptive language skills. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of short papers and class discussions. Both literary and nonliterary texts are read and discussed to enhance awareness of contemporary Hispanic societies and their historical roots. Students are also exposed to the linguistic diversity of Spanish-speaking countries through a variety of audio-visual materials.

Terms Offered: Winter

Prerequisite(s): SPAN 20102 or consent of instructor (based on evaluation)

Note(s): Must be taken for a quality grade.

SPAN 20300. Language, History, and Culture III. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Spanish-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore an ample selection of topics, while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media as well as through in-class oral presentations and discussions.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): SPAN 20200 or placement

Note(s): Must be taken for a quality grade.

SPAN 20302. Language, History, and Culture for Heritage Speakers III. 100 Units.

This course teaches students how to use written and spoken language to debate and to formulate cogent arguments. We analyze particular topics related to the Spanish-speaking world and participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of papers and class discussions. Students are exposed to a variety of texts and audio-visual material that exemplifies the different cultures and dialects of the Spanish-speaking world.

Terms Offered: Spring

Prerequisite(s): SPAN 20202 or consent of instructor (based on evaluation)

Note(s): Must be taken for a quality grade.

SPAN 20400. Composición y conversación avanzada I. 100 Units.

This course, the first segment of two in the third-year language sequence, focuses on the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Autumn, Winter

Prerequisite(s): SPAN 20300 or consent of instructor

Note(s): Must be taken for a quality grade.

SPAN 20402. Curso de redacción académica para hablantes nativos. 100 Units.

This advanced language course helps students achieve mastery of composition and style through the acquisition of numerous writing techniques. A wide variety of literary, historiographic, and sociological texts are read. Through writing a number of essays and participating in class debates, students are guided in the examination of linguistic structures and organization of several types of written Spanish discourse. This course also enhances awareness of the cultural diversity within the contemporary Spanish-speaking world and its historical roots.

Terms Offered: Autumn

Prerequisite(s): Open only to native and heritage speakers with consent of instructor

Note(s): Must be taken for a quality grade.

SPAN 20500. Composición y conversación avanzada II. 100 Units.

This course, the second segment of two in the third-year language sequence, continues the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Winter, Spring

Prerequisite(s): SPAN 20400 or consent of instructor

Note(s): Must be taken for a quality grade.

SPAN 20602. Discurso académico para hablantes nativos. 100 Units.

This seminar/practicum focuses on developing vocabulary and discourse styles for academic verbal communication. This goal is achieved through exposure to taped formal and informal interviews and public debate in the media. Most important, however, is active class participation. Through a number of class presentations, students put into practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). We also read numerous Spanish newspapers.

Terms Offered: Spring

Prerequisite(s): Open only to native speakers

Note(s): Must be taken for a quality grade

Literature and Culture

All literature and culture classes are conducted in Spanish unless otherwise indicated. Students who are majoring in Spanish do all work in Spanish. With prior consent of instructor, nonmajors may write in English.

SPAN 21100. Las regiones del español. 100 Units.

This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectical aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions.

Terms Offered: Winter, Spring

Prerequisite(s): SPAN 20300 or consent of instructor

Note(s): Must be taken for a quality grade.

Equivalent Course(s): LACS 21100

SPAN 21500. Introducción al análisis literario. 100 Units.

Through a variety of representative works of Hispanic literature, this course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. We also study basic concepts and problems of literary theory, as well as strategies for research and academic writing in Spanish.

Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor

Note(s): Classes conducted in Spanish.

SPAN 21703. Introducción a las literaturas hispánicas: textos españoles clásicos. 100 Units.

This course involves careful reading and discussion of significant works from the Spanish Middle Ages, Renaissance, and the Golden Age, including Juan Manuel's *Conde Lucanor*, Jorge Manrique's *Coplas*, the anonymous *Lazarillo de Tormes*, and the theater of Calderón.

Instructor(s): F. de Armas Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 21803. Introducción a las literaturas hispánicas: textos españoles contemporáneos. 100 Units.

This course is a close reading and discussion of selected texts from the nineteenth century to the present. Authors may include Larra, Espronceda, Zorrilla, Becquer, Pardo Bazan, Galdos, Unamuno, Valle-Inclan, Machado, Lorca, Cela, Laforet, and Matute.

Instructor(s): M. Martínez Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 21903. Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Winter

Prerequisite(s): SPAN 20300 or consent of instructor

Equivalent Course(s): CRES 21903, LACS 21903

SPAN 22003. Introducción a las literaturas hispánicas: del Modernismo al presente. 100 Units.

Students in this course study an array of texts written in Spanish America from the late nineteenth century to the present, including the literature of the Hispanic diasporas. Authors may include José Martí, Rubén Darío, Mariano Azuela, Pablo Neruda, César Vallejo, Teresa de la Parra, Jorge Luis Borges, Octavio Paz, Rosario Castellanos, Mario Vargas Llosa, and Pedro Pietri.

Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor

Equivalent Course(s): LACS 22003

SPAN 23900. El teatro en la corte de Felipe IV. 100 Units.

Spectacle plays flourished in the Spanish Golden Age after Philip IV ascended to the throne in 1621. Many of these plays rework mythological materials and make use of mechanical devices and designs prepared by Italian engineers and artists. Not only did these works appeal to the eyes, thus undermining the preeminent role of the poet, but they often included music and dance. And, they were ostensibly written in praise of the king and of his courtiers, who were seen as classical deities walking on earth. Philip's minister, the Count-Duke of Olivares, promoted these works and a vision of Philip as a solar king around whom revolved artists and poets, enjoying his vivifying rays and glorifying his reign. This course will investigate the oppositions between the verbal and the visual, the laudatory and the critical, the Christian and the pagan in a number of plays written during Philip's reign, beginning with Villamediana's *La gloria de Niquea* and culminating with works by "a true master of the polyphony of the theatrical idiom," Calderón de la Barca. The course will also include a chivalric spectacle play by one of the few women playwrights of the period, Ana Caro.

Instructor(s): F. de Armas Terms Offered: Spring

Prerequisite(s): SPAN 21703

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 33900

SPAN 24013. The Mexican Revolution Through Its Literature, Visual Culture, and Film. 100 Units.

Contrary to popular belief, the Mexican Revolution of 1910 began not with a bang, but a whimper. Led by a short and pampered mystic from the faraway frontier state Coahuila, the Revolution during its first days promised very little save for the possibility of a different face at the helm. And yet, what soon transpired were seven long years of brutal fighting throughout the country as different factions vied for power. Some of the slogans born from that Revolutionary epoch came to be heralded during the next 70 years by the ruling political party in order to marshal manpower and produce votes. And even though Mexico's Revolution is still written with a capital 'R', many of the war's promises went unfulfilled: the Mexico Revolution's legacy in many places did not make way for real social nor political transformation. How has the Mexican Revolution maintained such immense political and cultural cachet for over 70 years? What is the truth of the Revolution? If the goals of the Revolution were not met, then how is it that the Mexican literary intelligentsia of the twentieth century based an entire artistic cosmogony around it? Which texts should be labelled 'Novels of the Mexican Revolution?' What would it mean to categorize some of these as, rather, counterrevolutionary novels? This class will investigate such issues via a broad study of the novels, visual culture, and films having to do with the Mexican Revolution, its aporias, and its afterimages.

Instructor(s): K. Anzzolin Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in English. Spanish majors/minors will do written work and readings in Spanish.

Equivalent Course(s): LACS 24013

SPAN 25013. Theories and Practices of Everyday Life in Catalan Literature and Cinema. 100 Units.

Thanks to the theoretical reflections of some of the great French thinkers of the 1970's (Blanchot, Barthes, Lefebvre, De Certeau, Perec, etc.) and some of the major critics of more recent times (Sheringham, Highmore, Gumbrecht, etc.), one can analyze the concept of the "representations of everyday life" as a central axis of art, carrying out a vast, exhaustive and systematic exploration of contemporary novel and cinema, among other artistic forms like photography. This course explores some of the major examples of everyday life representations both urban and rural in contemporary Catalan culture through the analysis of some novels, short stories, travel writings and films. The course favours a historical, interdisciplinary and intertextual approach that facilitates interconnected readings of the texts selected for in-depth analysis. In order to enable the students to engage with the texts under study in an informed and scholarly manner, a number of theoretical approaches to everyday life theories will be developed. Special attention will be directed toward relationship between fiction and reality, literature and history, witness and literary reworking, the uses of literary images as historical evidences, Barcelona's literary representation, etc.

Instructor(s): X. Pla Terms Offered: Autumn

Note(s): Texts and films originally published in Catalan will be provided in translation into English or Spanish. Classes will be conducted in Spanish or English.

Equivalent Course(s): CATA 35013, SPAN 35013, CATA 25013

SPAN 26013. El concepto en la poesía de Góngora. 100 Units.

La poesía gongorina es la expresión más alta del Barroco hispánico. Góngora es la piedra de toque de cualquier lector. Tradicionalmente se ha acusado a la poesía de Góngora de oscura e ininteligible. Igualmente se ha señalado al poeta como el adalid de un movimiento llamado "culteranismo", opuesto al "conceptismo", comandado por Quevedo. Nada más falso: no hay tales escuelas ni mucho menos se encuentran contrapuestas: ni Góngora es "culterano", ni Quevedo "conceptista". Es más, el eje de la lírica gongorina es la elaboración de conceptos complejos. Este curso pretende dejar atrás estas falsas categorías histórico-literarias y desterrar la alegada "oscuridad gongorina", para mostrar que la poesía de Góngora es la más transparente que se ha compuesto jamás en lengua española, porque es la más objetiva, racional y aquilatada. Es compleja, pero totalmente diáfana. El objetivo del curso es que los alumnos aprendan a leer los poemas de Góngora, a descubrir que en ellos se encuentran todos los elementos necesarios para su comprensión. Góngora es el, tal vez, el poeta más grande del mundo hispánico; el único al que se puede calificar de perfecto; el proceso de aprendizaje que propongo puede resultar muy estimulante, pues permite el acceso a la perfección gongorina, y ejercita la capacidad de lectura en los niveles más altos, agudos y finos.

Instructor(s): M. L. Tenorio Terms Offered: Autumn

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 36013

SPAN 27214. Bodies and Sexualities in Contemporary Peninsular Literature. 100 Units.

With an emphasis on close reading of narrative and poetic texts, this course will explore the writing of bodies and sexualities in literary works published from the period of Spain's transition to democracy through the present. Special attention will be directed toward minoritized bodies and sexualities (lesbian, gay, bi, trans, queer) in light of nationalist discourses and Spain's minority languages. Students will engage with varied theoretical texts and critical discourses as we explore authors and poets including Ixtaro Borda, Maria-Mercè Marçal, Mireia Calafell, Terenci Moix, María do Cebreiro, Cristina Peri Rossi, Eduardo Mendicutti, and Najat El Hachmi.

Instructor(s): M. McCarron Terms Offered: Spring

Note(s): Taught in English. Texts originally published in Galician, Basque, or Catalan will be provided in translation into English or Spanish.

Equivalent Course(s): SPAN 37214,GNSE 27214

SPAN 29700. Readings in Special Topics. 100 Units.

This course involves directed readings on special topics not covered by courses offered as part of the program in Spanish. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): SPAN 10300 or 20300, depending on the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

SPAN 29900. BA Paper Preparation: Spanish. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project. Students are required to submit the College Reading and Research Course Form.

Terms Offered: Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Must be taken for a quality grade.



RUSSIAN STUDIES

PROGRAM OF STUDY

Students who major in Russian Studies gain a thorough grounding in the history, literature, politics, economics, and cultural and social life of Russia and the former Russian/Soviet empire (including Ukraine and Belarus, Central Asia, the Caucasus, and the Baltic states), as well as acquiring competence in the Russian language. The BA program in Russian Studies can provide an appropriate background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate study in one of the social sciences disciplines. Students planning on going on to graduate study may wish to take the Honors option and write a BA thesis under the mentorship of one of the Russian Studies faculty.

PROGRAM REQUIREMENTS

Before entering the program in Russian Studies, students are expected to have completed a year of Russian language through College course work (eligible students may petition for partial credit). They are also expected to have taken the two-course sequence SOSC 24000-24100 Introduction to Russian Civilization I-II that may be used to meet the general education requirement in civilization studies.

The program requires three additional courses in Russian language and eight further courses dealing with Russia, at least four of which must be courses in the social sciences, and three of which may be more advanced courses in Russian.

SUMMARY OF REQUIREMENTS

The following sequence if not taken to meet general education requirement: 0-200

SOSC 24000-24100	Introduction to Russian Civilization I and Introduction to Russian Civilization II	
RUSS 20100-20200-20300	Second-Year Russian I and Second-Year Russian II and Second-Year Russian III *	300
Four courses in social sciences dealing with Russia		400
Four additional courses dealing with Russia		400
Total Units		1100-1300

* Or credit for the equivalent as determined by petition.

GRADING

Students majoring in Russian Studies must take program requirements for a quality grade.

HONORS

Students wishing to apply for honors must have at least a 3.25 GPA overall and a 3.5 GPA in the major. In order to be considered for honors, students must write a BA thesis in consultation with the Russian Studies honors committee. Students intending to write the BA thesis should meet with the Program Chair no later than

Spring Quarter of their third year. SOSC 29900 BA Paper in Russian Civilization will be allowed as an elective within the major.

STUDY ABROAD

Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Russian Studies, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu.

Europe East and West Program

A three-part sequence of courses is taught by University of Chicago faculty at the University's Center in Paris. The Europe East and West Program (<http://study-abroad.uchicago.edu/programs/paris-europe-east-west>) focuses on the history of cultural relations between East and West Europe and includes an excursion to a major East European capital city.

Smolny Institute

The University of Chicago sponsors semester- and year-long programs at Smolny Institute (<http://study-abroad.uchicago.edu/programs/st-petersburg-smolny-college>), a joint Russian-American college in St. Petersburg. College-level courses are taught in Russian and English on a broad range of subjects.

COURSES

PLSC 28100. Russian Politics. 100 Units.

One of the major world powers, Russia commands a nuclear arsenal and vast energy reserves. This course will help us to understand Russia's political development which is inextricable from the country's history and economy. After reviewing some milestones in Soviet history, we shall focus on the developments since the fall of the 'evil empire.' Political institutions, economy, foreign policy, and social change will all receive some attention. (C)

Instructor(s): S. Markus Terms Offered: Winter

RUSS 10100-10200-10300. First-Year Russian I-II-III.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This yearlong course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 10100. First-Year Russian I. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

RUSS 10200. First-Year Russian II. 100 Units.

Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

RUSS 10200-10300. First-Year Russian II-III.

RUSS 10200. First-Year Russian II. 100 Units.

Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

RUSS 10300. First-Year Russian III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

RUSS 10400-10500-10600. Russian through Pushkin I-II-III.

This literary and linguistic approach to Russian allows students to learn the language by engaging classic Russian poetic texts (e.g., Pushkin's *The Bronze Horseman*), as well as excerpts from *Eugene Onegin* and selections from Pushkin's shorter poems and prose works. Although the focus is on reading Russian, all four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed, preparing students for the College Language Competency Exam and for continued study of Russian in second-year courses. Conversation practice is held twice a week.

RUSS 10400. Russian through Pushkin I. 100 Units.

Terms Offered: Autumn

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.

Terms Offered: Winter

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.

Terms Offered: Spring

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.

Terms Offered: Winter

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.

Terms Offered: Spring

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 20100-20200-20300. Second-Year Russian I-II-III.

This course continues RUSS 10100-10200-10300; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

RUSS 20100. Second-Year Russian I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): RUSS 10300 or consent of instructor

RUSS 20200. Second-Year Russian II. 100 Units.

Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.

Terms Offered: Spring

RUSS 20200. Second-Year Russian II. 100 Units.

Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.

Terms Offered: Spring

RUSS 20400-20500-20600. Russian through Literary Readings: Second Year I-II-III.

This course is a continuation of Russian through Pushkin. Second-year grammar, as well as oral and reading skills, are strengthened through intensive reading of important poetic and prose texts from the Russian classics. Conversation practice is held twice a week.

RUSS 20400. Russian through Literary Readings: Second Year I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): RUSS 10600

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.

Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.

Terms Offered: Spring

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.

Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.

Terms Offered: Spring

RUSS 20702-20802-20902. Third-Year Russian through Culture I-II-III.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

RUSS 20702. Third-Year Russian through Culture I. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 20300 (two years of Russian) or equivalent

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 21002-21102-21202. Fourth-Year Russian through Short Story I-II-III.

This course treats some difficult issues of grammar, syntax, and stylistics through reading and discussing contemporary Russian short stories. This kind of reading exposes students to contemporary Russian culture, society, and language. Vocabulary building is also emphasized. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21002. Fourth-Year Russian through Short Story I. 100 Units.

Instructor(s): STAFF Terms Offered: Autumn

Prerequisite(s): Three years of Russian or equivalent

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.

Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.

Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21302. Advanced Russian through Media I. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 21002 or consent of instructor

Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 30302

RUSS 21402. Advanced Russian through Media II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 30302

RUSS 21600. Russian for Heritage Learners. 100 Units.

This course examines the major aspects of Russian grammar and stylistics essential for heritage learners. Students engage in close readings and discussions of short stories by classic and contemporary Russian authors (e.g., Pushkin, Dostoevsky, Tolstoy, Chekhov, Platonov, Bulgakov, Erofeev, Tolstaya), with special emphasis on their linguistic and stylistic differences. All work in Russian.

Terms Offered: Autumn

Prerequisite(s): Ability to speak Russian fluently required; formal training in Russian not required

RUSS 23900. Lolita. 100 Units.

"Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth." Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

Instructor(s): M. Sternstein Terms Offered: Winter

Equivalent Course(s): FNDL 25300

RUSS 24101. Pushkin and His Age. 100 Units.

This course approaches the Golden Age of Russian culture through the prism of the artistic and intellectual legacy of its most influential writer. We read and analyze Pushkin's poetry, prose fiction, essays, and critical works in the context of the critical, philosophical, and political debates of his time. We also consider writers such as Rousseau, Montesquieu, Karamzin, Balzac, Chaadaev, and Belinsky. Texts in English or the original; classes conducted in English.

Instructor(s): L. Steiner Terms Offered: Autumn

Equivalent Course(s): RUSS 34101

RUSS 25500. Russian Literature from Classicism to Romanticism. 100 Units.

This course offers a survey of the main literary movements, schools, and genres during the period from the 1760s to the 1830s. We will explore the main works of Russian new-classical, pre-romantic, and romantic authors, including Mikhail Lomonossov, Gavriil Derzhavin, Denis Fonvizin, Nikolai Novikov, Anns Labzina, Nikolai Karamzin, Aleksandr Radischev, Vassilii Pushkin, Denis Davydov, Vassilii Zhukovskii, Alexandr Pushkin, Mikhail Lermontov, and Vladimir Odoevskii. Most texts are available in Russian as well as in translation. However, students are encouraged to read all texts in Russian.

Instructor(s): L. Steiner Terms Offered: Autumn

Prerequisite(s): Two years of Russian language

Equivalent Course(s): RUSS 35500

RUSS 25600. Realism in Russia. 100 Units.

From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.

Instructor(s): L. Steiner Terms Offered: Winter

Equivalent Course(s): RUSS 35600

RUSS 25700. Russian Literature from Modernism to Post-Modernism. 100 Units.

Given the importance of the written word in Russian culture, it is no surprise that writers were full-blooded participants in Russia's tumultuous recent history, which has lurched from war to war, and from revolution to revolution. The change of political regimes has only been outpaced by the change of aesthetic regimes, from realism to symbolism, and then from socialist realism to post-modernism. We sample the major writers, texts, and literary doctrines, paying close attention to the way they responded and contributed to historical events. This course counts as the third part of the survey of Russian literature. Texts in English.

Instructor(s): W. Nickell Terms Offered: Spring

Equivalent Course(s): HUMA 24100, RUSS 35700

RUSS 26105. Solzhenitsyn. 100 Units.

Nobel Laureate in Literature in 1970, Alexander Solzhenitsyn (1918–2008) is best known as an advocate for human rights in the Soviet Union, from which he was expelled in 1974. As with Tolstoy a century before, Solzhenitsyn's vast moral authority rested upon the reputation he gained as a novelist in the early 1960s. We will read his novels *One Day in the Life of Ivan Denisovich* and *Cancer Ward* as innovative and complex fictions in the tradition of the Russian novel. We will then read the first volume of his monumental *Archipelago GULAG*, which he called "an experiment in literary investigation," to see how he brought his artistic talents to bear on the hidden and traumatic history of repression under Stalin. At the center of the course will be the tensions in Solzhenitsyn's work between fiction and history, individual and society, modernity and tradition, humanism and ideology.

Instructor(s): R. Bird Terms Offered: Autumn

Equivalent Course(s): FNDL 26105

RUSS 26205. Soviet Everyday Life. 100 Units.

Instructor(s): W. Nickell Terms Offered: Winter

Equivalent Course(s): RUSS 36205

RUSS 26206. Jewish Writers in Russian Literature. 100 Units.

Instructor(s): W. Nickell Terms Offered: Spring

Equivalent Course(s): RUSS 36206

SLAV 22000. Old Church Slavonic. 100 Units.

This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Terms Offered: Winter

Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.

Equivalent Course(s): LGLN 25100, LGLN 35100, SLAV 32000

SLAV 22302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include *Digenes Akritas* and *Song of Igor's Campaign*, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32302, CLAS 31113, CLCV 21113, SLAV 32302, CMLT 22302

SLAV 22303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32303, CLCV 21313, CLAS 31313, SLAV 32303, CMLT 22303

SOSC 24000-24100. Introduction to Russian Civilization I-II.

This two-quarter sequence provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1880s; 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. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required. This sequence is offered in alternate years.

SOSC 24000. Introduction to Russian Civilization I. 100 Units.

Instructor(s): F. Hillis, M. Merritt Terms Offered: Autumn. Not offered in 2014-15.

Equivalent Course(s): HIST 13900,RUSS 25100

SOSC 24100. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): HIST 14000,RUSS 25200

SOSC 24100. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): HIST 14000,RUSS 25200

SOSC 29700. Independent Study in the Social Sciences. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and senior adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 29900. BA Paper in Russian Civilization. 100 Units.

This is a reading and research course for independent study related to BA research and BA paper preparation.

Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Consent of instructor and undergraduate program chair

Note(s): Students are required to submit the College Reading and Research Course Form.



SLAVIC LANGUAGES AND LITERATURES

PROGRAM OF STUDY

The Department of Slavic Languages and Literatures offers courses in the Bosnian/Croatian/Serbian, Czech, Polish, and Russian languages and literatures, and in Slavic linguistics and other general Slavic and East European subjects. The department also offers a program leading to the BA degree in Slavic Languages and Literatures. Students choose one of three areas of concentration to meet the requirements of this major: Russian language and linguistics; West Slavic (Czech and Polish) languages and literatures; or Interdisciplinary Studies in Balkan, Baltic, and Slavic.

Students in other fields of study may also complete a minor in Slavic Languages and Literatures. Information follows the description of the major.

Study Abroad

Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Slavic Languages and Literatures, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu.

Europe East and West Program

A three-part sequence of courses is taught by University of Chicago faculty at the Chicago Center in Paris. The Europe East and West Program (<http://study-abroad.uchicago.edu/programs/paris-europe-east-west>) focuses on the history of cultural relations between East and West Europe and includes an excursion to a major East European capital city.

Smolny Institute

The University of Chicago sponsors semester- and year-long programs at Smolny Institute (<http://study-abroad.uchicago.edu/programs/st-petersburg-smolny-college>), a joint Russian-American college in St. Petersburg. College-level courses are taught in Russian and English on a broad range of subjects.

PROGRAM REQUIREMENTS

CONCENTRATION IN RUSSIAN LANGUAGE AND LITERATURE OR RUSSIAN LINGUISTICS

This program is designed to teach students skills in written and spoken Russian, instruct them in Russian literature or linguistics, and acquaint them with the main characteristics of Russian history and culture. The program is similar to the major in Russian Studies, but it has a more humanistic emphasis. It is intended for students preparing for graduate work, those planning a career in government or industry in which knowledge of Russian is useful, and those whose primary aim is to read the masterpieces of Russian literature in the original or to study Russian linguistics as part of a humanistic education. Within the program there are two options: one with

emphasis on literature and the other with emphasis on Russian linguistics. Students interested in the program are required to consult with the Departmental Adviser.

Students must take thirteen courses that meet the following requirements:

1. Second-, third-, and fourth-year Russian (or their equivalents). Under exceptional circumstances, students may petition the Departmental Adviser and coordinator of Russian language courses to be excused from the fourth-year Russian requirement.
2. Students in Russian literature take four courses in literature including any two from RUSS 255xx, 256xx, or 257xx (survey of Russian literature). RUSS 29900 BA Paper cannot be counted toward this requirement except by written permission of the Departmental Adviser. RUSS 29700 Reading and Research Course cannot be counted toward this requirement.
3. Students in Russian linguistics must take SLAV 20100 , RUSS 23000 or RUSS 23100 , and two additional courses to be chosen from Russian literature, Slavic linguistics, and general linguistics. The last two must be approved in writing by the Departmental Adviser.

It is recommended that students fulfill their civilization studies requirement in general education with Russian civilization; they are advised to choose electives from such related fields as general linguistics, history, philosophy, political science, and literature. The department suggests that students planning to do graduate work in a Slavic-related field take a year of French, German, or a second Slavic language.

Summary of Requirements for Concentration in Russian Language and Literature or Russian Linguistics

General Education

SOSC 24000-24100	Introduction to Russian Civilization I and Colonizations I (recommended)	200
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Total Units		200
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Major

One of the following sequences: *		300
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RUSS 20100-20200-20300 Second-Year Russian I and Second-Year Russian II and Second-Year Russian III

or RUSS 20400 & RUSS 20500 & RUSS 20600 Russian through Literary Readings: Second Year I and Russian through Literary Readings: Second Year II and Russian through Literary Readings: Second Year III

RUSS 20702-20802-20902	Third-Year Russian through Culture I and Third-Year Russian through Culture II and Third-Year Russian through Culture III	300
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RUSS 21002-21102-21202	Fourth-Year Russian through Short Story I and Fourth-Year Russian through Short Story II and Fourth-Year Russian through Short Story III	300
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Four courses from one of the following options:		400
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Russian Literature option **

Russian Linguistics option ***

Total Units	1300
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* Or credit for the equivalent as determined by petition.

** Two courses chosen from RUSS 255xx, 256xx, or 257xx; plus two additional Russian literature courses.

*** SLAV 20100 ; plus RUSS 23000 or RUSS 23100 ; plus two approved courses in Russian literature, Slavic linguistics, or general linguistics.

CONCENTRATION IN WEST SLAVIC (CZECH OR POLISH) LANGUAGES AND LITERATURES

The program in West Slavic studies aims to give students essential skills in written and spoken Czech or Polish, as well as a close acquaintance with Czech or Polish literature, culture, and history. The program is ideal for students preparing for graduate study, as well as for those interested in a career in government, diplomacy, or business in which knowledge of Czech or Polish is useful.

Students interested in the following program are required to consult with the Departmental Adviser.

Students must take twelve courses that meet the following requirements:

1. Students will be required to demonstrate proficiency in their primary language of study (Czech or Polish) equivalent to three years of college study. The first two years typically will be acquired by taking the elementary and second-year language courses; and the third year may be acquired by independent study (CZEC 29700 Reading and Research Course or POLI 29700 Reading and Research Course) or study abroad (as approved by the Departmental Adviser). Students with suitable achievement on the language placement test for the first year of Czech or Polish may begin their language study with the second year of Czech or Polish followed by independent study or study abroad (as approved by the Departmental Adviser) to complete the requirement for a third year of the language.
2. Two quarters of a survey or of other general courses in the literature of the primary language of study.
3. Two further literature or culture courses in the primary language of study, to be approved by the Departmental Adviser.
4. Two courses in Slavic literature, culture, or linguistics in the department; one of these must be a course in General Slavic (SLAV).

Students are expected to fulfill the course requirements above with regular courses offered by the Slavic department. Reading courses (CZEC 29700 Reading and Research Course or POLI 29700 Reading and Research Course) will not count toward the twelve courses required for the concentration except by special permission of the Departmental Adviser. Students planning to do graduate work in Slavic or a related field are strongly advised to use some of their electives for studying Russian, German, or French language; or for studying Russian literature.

Summary of Requirements for Concentration in West Slavic (Czech or Polish) Languages and Literatures

General Education

HIST 13100-13200-13300	History of Western Civilization I and History of Western Civilization II and History of Western Civilization III (recommended)	300
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Total Units		300
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Major

One of the following sequences:		300
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CZEC 20100-20200-20300	Second-Year Czech I and Second-Year Czech II and Second-Year Czech III *
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POLI 20100-20200-20300	Second-Year Polish I and Second-Year Polish II and Second-Year Polish III *
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Completion of the third year of Czech or Polish as described in number 1 of the preceding section		300
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Two survey or general courses in literature of the primary language of study		200
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Two Czech or Polish literature or culture courses		200
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Two courses in Slavic literature or culture, or linguistics; one of which must be a General Slavic (SLAV) course		200
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Total Units		1200
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* Or credit for the equivalent as determined by petition.

CONCENTRATION IN INTERDISCIPLINARY STUDIES

This program comprises instruction in a Balkan, Baltic, or Slavic language and in the cultures of the region, with an emphasis in the humanities. It is intended for students preparing for graduate work in Slavic or in comparative humanistic studies, for those planning a career in which knowledge of the region and its languages is useful, and for those with an interest in the culture of Central and Eastern Europe. Students wishing to declare the concentration in interdisciplinary studies must first meet with the Departmental Adviser.

Students must take twelve courses that meet the following requirements:

1. Second and third year (or equivalent) of one Balkan, Baltic, or Slavic language.
2. Four approved courses in art, film, and/or literature comprising a coherent course of study in the Slavic and East European area.
3. Two additional approved courses in the humanities or social sciences with focus on Eastern Europe or Russia.

All students in their fourth year must write an acceptable BA paper under supervision of a faculty member in the Slavic department. With approval of their BA supervisor, students may register for SLAV 29900 BA Paper. This course will confer

general elective credit but will not be counted toward the twelve courses required for the concentration.

Summary of Requirements for Concentration in Interdisciplinary Studies

General Education

SOSC 24000-24100	Introduction to Russian Civilization I and Colonizations I (recommended)	200
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Total Units		200
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Major

Second-year courses in a Balkan, Baltic, or Slavic language *		300
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Third-year courses in a Balkan, Baltic, or Slavic language *		300
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Four approved courses in art, film, and/or literature		400
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Two elective courses in the cultures of the region		200
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Total Units		1200
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* Or credit for the equivalent as determined by petition.

GRADING

Students in Slavic Languages and Literatures must take quality grades in the courses required for any Slavic concentration.

HONORS

To be eligible for honors in any Slavic concentration, students must maintain a GPA of 3.0 or higher overall, and 3.5 or higher in the major. Students must submit applications to the Departmental Adviser, typically not later than first quarter of their fourth year. In addition, students must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. Students must submit the BA paper to the department no later than Friday of seventh week in Spring Quarter of their fourth year. In Autumn Quarter of their fourth year, students should begin the BA process by consulting with the Departmental Adviser. Students may register for the BA Paper course (29900) with approval of the supervisor. This course will confer general elective credit, but it will not count toward the Slavic Languages and Literatures major. If the completed bachelor's paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Slavic Languages and Literatures.

Advising

Students wishing to declare the major in Interdisciplinary Studies must first meet with the Departmental Adviser. Further information on the undergraduate program is available in the Departmental Office (F 406, 702.8033). Questions about placement, competency, and proficiency examinations in Russian should be directed to the coordinator of Russian language courses; for more information about Czech, Polish, or other Slavic languages, consult the Departmental Adviser.

MINOR PROGRAM IN SLAVIC LANGUAGES AND LITERATURES

The minor in Slavic Languages and Literatures requires seven courses beyond the first-year language sequence in the primary language of study, including at least three language courses at the 20000 level or higher and at least one course in Slavic literature, culture, or linguistics.

Students who elect the minor program must meet with the Departmental Adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Departmental Adviser. The Departmental Adviser's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following groups of courses would comprise a minor in Slavic Languages and Literatures. Other programs may be designed in consultation with the Departmental Adviser. Minor program requirements are subject to revision.

Slavic Languages and Literatures Sample Minors

RUSS 20100-20200-20300	Second-Year Russian I and Second-Year Russian II and Second-Year Russian III	300
RUSS 20702-20802-20902	Third-Year Russian through Culture I and Third-Year Russian through Culture II and Third-Year Russian through Culture III	300
RUSS 255xx		100
Total Units		700
RUSS 20400-20500-20600	Russian through Literary Readings: Second Year I and Russian through Literary Readings: Second Year II and Russian through Literary Readings: Second Year III	300
RUSS 255xx, 256xxx, and 257xx (survey of Russian literature)		300
Total Units		600
CZEC 10100-10200-10300	Elementary Czech I and Elementary Czech II and Elementary Czech III	300
POLI 20100-20200-20300	Second-Year Polish I and Second-Year Polish II and Second-Year Polish III	300
Total Units		600

BCSN 20100-20200-20300	Intermediate Bosnian/Croatian/Serbian I and Intermediate Bosnian/Croatian/Serbian II and Intermediate Bosnian/Croatian/Serbian III	300
EEUR 20900	Structure of Albanian	100
SLAV 22000	Old Church Slavonic	100
Total Units		500

JOINT DEGREE PROGRAM

Students who demonstrate a record of uncommon excellence in the fulfillment of their undergraduate degree requirements are eligible to apply for the BA/MA joint degree in the Department of Slavic Languages and Literatures. After discussing their options with the College BA/MA adviser and the Departmental Adviser, qualified students in the College should apply to the Division of the Humanities no later than first quarter of their third year. Students will receive an admission decision from the Division of the Humanities. Students must meet the following requirements:

1. To be accepted for admission, students must maintain a 3.5 or higher grade point average in their College work, including the Slavic Languages and Literatures major.
2. Students must earn a total of forty-eight course credits toward the joint degree. Nine of these courses should be at the graduate level, typically including the Advanced Russian sequence and one other course required for the MA. A maximum of four graduate-level courses may be counted toward the BA.
3. By the beginning of their third year, students should have completed at least two courses toward their undergraduate major in addition to the language.
4. Students must also complete all requirements for the MA as stipulated in the Departmental Graduate Degree Requirements for the appropriate program of study (Linguistics, Literature, or Interdisciplinary Studies).
5. The MA thesis counts as the BA paper only in Interdisciplinary Studies. Students must submit the paper no later than the end of seventh week of Spring Quarter of their fourth year.
6. All courses for the joint program must be completed three quarters after entering the program.
7. Students must pass an examination demonstrating a reading knowledge of French or German.

NOTE: For a more complete listing of courses offered by the department, consult timeschedules.uchicago.edu.

SLAVIC LANGUAGES AND LITERATURES - BOSNIAN/CROATIAN/SERBIAN COURSES

BCSN 10100-10200-10300. Elementary Bosnian/Croatian/Serbian I-II-III.

The major objective of the course is to build a solid foundation in the basic grammatical patterns of written and spoken Bosnian/Croatian/Serbian, while simultaneously introducing both the Cyrillic and Latin alphabets. This course is complemented with cultural and historical media from the Balkans and is designed for students with a wide range of interests. Screenings of movies and other audio-visual materials are held in addition to scheduled class time. Knowledge of a Slavic language and background in linguistics not required.

BCSN 10100. Elementary Bosnian/Croatian/Serbian I. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Autumn

Equivalent Course(s): BCSN 31000

BCSN 10200. Elementary Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 31100

BCSN 10300. Elementary Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 31200

BCSN 10200. Elementary Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 31100

BCSN 10300. Elementary Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 31200

BCSN 20100-20200-20300. Intermediate Bosnian/Croatian/Serbian I-II-III.

The first quarter is devoted to an overview of grammar, with emphasis on verbal morphology and syntax, through the reading of a series of literary texts in both the Latin and Cyrillic alphabets. The second and third quarters are devoted to further developing active mastery of Bosnian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

BCSN 20100. Intermediate Bosnian/Croatian/Serbian I. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Autumn

Prerequisite(s): BCSN 10300 or consent of instructor

Equivalent Course(s): BCSN 32000

BCSN 20200. Intermediate Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 32100

BCSN 20300. Intermediate Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 32200

BCSN 20200. Intermediate Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 32100

BCSN 20300. Intermediate Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 32200

BCSN 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

BCSN 30100-30200-30300. Advanced Bosnian/Croatian/Serbian I-II-III.

This course is tailored to the needs of the students enrolled, depending on their concentration in the field. It enhances language acquisition with continuous reading and translation of essays, newspaper articles, literary excerpts, letters and other selected writings. Vocabulary building is emphasized by the systematic study of nominal and verbal roots, prefixes and suffixes, and word formation thereafter. Discussion follows each completed reading with a written composition assigned in relation to the topic.

BCSN 30100. Advanced Bosnian/Croatian/Serbian I. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Autumn

Prerequisite(s): BCSN 20300 or consent of instructor

BCSN 30200. Advanced Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

BCSN 30300. Advanced Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

BCSN 30200-30300. Advanced Bosnian/Croatian/Serbian II-III.

This course is tailored to the needs of the students enrolled, depending on their concentration in the field. It enhances language acquisition with continuous reading and translation of essays, newspaper articles, literary excerpts, letters and other selected writings. Vocabulary building is emphasized by the systematic study of nominal and verbal roots, prefixes and suffixes, and word formation thereafter. Discussion follows each completed reading with a written composition assigned in relation to the topic.

BCSN 30200. Advanced Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

BCSN 30300. Advanced Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

BCSN 30300. Advanced Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

BCSN 31000-31100-31200. Elementary Bosnian/Croatian/Serbian I-II-III.

The major objective of the course is to build a solid foundation in the basic grammatical patterns of written and spoken Bosnian/Croatian/Serbian, while simultaneously introducing both the Cyrillic and Latin alphabets. This course is complemented with cultural and historical media from the Balkans and is designed for students with a wide range of interests. Screenings of movies and other audio-visual materials are held in addition to scheduled class time. Knowledge of a Slavic language and background in linguistics not required.

BCSN 31000. Elementary Bosnian/Croatian/Serbian I. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Autumn

Equivalent Course(s): BCSN 10100

BCSN 31100. Elementary Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 10200

BCSN 31200. Elementary Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 10300

BCSN 31100. Elementary Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 10200

BCSN 31200. Elementary Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 10300

BCSN 32000-32100-32200. Intermediate Bosnian/Croatian/Serbian I-II-III.

The first quarter is devoted to an overview of grammar, with emphasis on verbal morphology and syntax, through the reading of a series of literary texts in both the Latin and Cyrillic alphabets. The second and third quarters are devoted to further developing active mastery of Bosnian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

BCSN 32000. Intermediate Bosnian/Croatian/Serbian I. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Autumn

Prerequisite(s): BCSN 10300 or consent of instructor

Equivalent Course(s): BCSN 20100

BCSN 32100. Intermediate Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 20200

BCSN 3220. Intermediate Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 20300

BCSN 32100. Intermediate Bosnian/Croatian/Serbian II. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Winter

Equivalent Course(s): BCSN 20200

BCSN 32200. Intermediate Bosnian/Croatian/Serbian III. 100 Units.

Instructor(s): N. Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 20300

SLAVIC LANGUAGES AND LITERATURES - CZECH COURSES

CZEC 10100-10200-10300. Elementary Czech I-II-III.

This course is an introduction to the basic grammar of Czech with attention given to all four skills of speaking, listening, reading, and writing, as well as exposure to Czech culture. Winter and Spring Quarters include work with Czech film and literature. Students gain some familiarity with the major differences between literary and spoken Czech as they learn to use the language both as a means of communication and as a tool for reading and research.

CZEC 10100. Elementary Czech I. 100 Units.

Terms Offered: Autumn

CZEC 10200. Elementary Czech II. 100 Units.

Terms Offered: Winter

CZEC 10300. Elementary Czech III. 100 Units.

Terms Offered: Spring

CZEC 10200. Elementary Czech II. 100 Units.

Terms Offered: Winter

CZEC 10300. Elementary Czech III. 100 Units.

Terms Offered: Spring

CZEC 20100-20200-20300. Second-Year Czech I-II-III.

The main goal of this course is to enable students to read Czech proficiently in their particular fields. Conversation practice is included. The program is flexible and may be adjusted according to the needs of the students.

CZEC 20100. Second-Year Czech I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): CZEC 10300 or consent of instructor

CZEC 20200. Second-Year Czech II. 100 Units.

Terms Offered: Winter

CZEC 20300. Second-Year Czech III. 100 Units.

Terms Offered: Spring

CZEC 20200. Second-Year Czech II. 100 Units.

Terms Offered: Winter

CZEC 20300. Second-Year Czech III. 100 Units.

Terms Offered: Spring

CZEC 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

CZEC 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literatures with consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

SLAVIC LANGUAGES AND LITERATURES - EAST EUROPEAN COURSES

EEUR 20766. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required

Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.

Equivalent Course(s): NEHC 20766, ANTH 25906, EEUR 30766

EEUR 20900. Structure of Albanian. 100 Units.

Equivalent Course(s): EEUR 30900, LGLN 29700, LGLN 39700

EEUR 21000. Romani Language and Linguistics. 100 Units.

This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): LGLN 27800, ANTH 27700, ANTH 47900, EEUR 31000, LGLN 37800

EEUR 21100-21200-21300. Elementary Modern Armenian I-II-III.

This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

EEUR 21100. Elementary Modern Armenian I. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Equivalent Course(s): ARME 10101,LGLN 10101

EEUR 21200. Elementary Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

Equivalent Course(s): ARME 10102,LGLN 10102

EEUR 21300. Elementary Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

Equivalent Course(s): ARME 10103,LGLN 10103

EEUR 21200-21300. Elementary Modern Armenian II-III.

EEUR 21200. Elementary Modern Armenian II. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

Equivalent Course(s): ARME 10102,LGLN 10102

EEUR 21300. Elementary Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

Equivalent Course(s): ARME 10103,LGLN 10103

EEUR 21300. Elementary Modern Armenian III. 100 Units.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

Equivalent Course(s): ARME 10103,LGLN 10103

EEUR 29201. The East-European Horror Film. 100 Units.

Instructor(s): M. Sternstein Terms Offered: Spring

EEUR 30766. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required

Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.

Equivalent Course(s): NEHC 20766,ANTH 25906,EEUR 20766

EEUR 30900. Structure of Albanian. 100 Units.

Equivalent Course(s): EEUR 20900,LGLN 29700,LGLN 39700

EEUR 31000. Romani Language and Linguistics. 100 Units.

This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): LGLN 27800, ANTH 27700, ANTH 47900, EEUR 21000, LGLN 37800

SLAVIC LANGUAGES AND LITERATURES - GENERAL SLAVIC COURSES

SLAV 22000. Old Church Slavonic. 100 Units.

This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Terms Offered: Winter

Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.

Equivalent Course(s): LGLN 25100, LGLN 35100, SLAV 32000

SLAV 22302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include *Digenes Akritas* and *Song of Igor's Campaign*, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32302, CLAS 31113, CLCV 21113, SLAV 32302, CMLT 22302

SLAV 22303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32303,CLCV 21313,CLAS 31313,SLAV 32303,CMLT 22303

SLAV 24550. Central Asian Cinema. 100 Units.

Nowhere has the advent of modernity been more closely entwined with cinema than in Central Asia, a contested entity which for our purposes stretches from Turkey in the West to Kyrgyzstan in the East, though our emphasis will be squarely on Soviet and post-Soviet Central Asia (especially Uzbekistan and Kazakhstan). This course will trace the encounter with cinematic modernity through the analysis of individual films by major directors, including (but not limited to) Shukhrat Abbasov, Melis Ubukeev, Ali Khamraev, Tolomush Okeev, Sergei Paradzhanov, Gulshad Omarova. In addition to situating the films in their cultural and historical situations, close attention will be paid to the sources of Central Asian cinema in cinemas both adjacent and distant; to the ways in which cinema enables a distinct encounter with modernity; and to the cinematic construction of Central Asia as a cultural entity.

Instructor(s): R. Bird Terms Offered: Autumn

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 34550,CMST 24550

SLAV 26500. Human Rights in Russia and Eurasia. 100 Units.

This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.

Instructor(s): A. Janco Terms Offered: Autumn

Equivalent Course(s): HIST 29312,HIST 39313,SLAV 36500,HMRT 26500

SLAV 29001. Poetic Cinema. 100 Units.

Films are frequently denoted as "poetic" or "lyrical" in a vague sort of way. It has been applied equally to religious cinema and to the experimental avant-garde. Our task will be to interrogate this concept and to try to define what it actually is denoting. Films and critical texts will mainly be drawn from Soviet and French cinema of the 1920s-1930s and 1960s-1990s. Directors include Dovzhenko, Renoir, Cocteau, Resnais, Maya Deren, Tarkovsky, Pasolini, Jarman, and Sokurov. In addition to sampling these directors' own writings, we shall examine theories of poetic cinema by major critics from the Russian formalists to Andre Bazin beyond. Instructor(s): R. Bird

Equivalent Course(s): CMST 25501, CMST 35501, SLAV 39001

SLAV 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

SLAV 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literatures with consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

SLAV 30303. Jewish Thought and Literature II: Narratives of Assimilation. 100 Units.

Topic: Narratives of Assimilation. This course offers a survey into the manifold strategies of representing the Jewish community in East Central Europe beginning from the nineteenth century to the Holocaust. Engaging the concept of liminality—of a society at the threshold of radical transformation—it will analyze Jewry facing uncertainties and challenges of the modern era and its radical changes. Students will be acquainted with problems of cultural and linguistic isolation, hybrid identity, assimilation, and cultural transmission through a wide array of genres—novel, short story, epic poem, memoir, painting, illustration, film. The course draws on both Jewish and Polish-Jewish sources; all texts are read in English translation.

Instructor(s): B. Shallcross Terms Offered: Winter

SLAV 32000. Old Church Slavonic. 100 Units.

This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Terms Offered: Winter

Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.

Equivalent Course(s): SLAV 22000, LGLN 25100, LGLN 35100

SLAV 32302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.

After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include *Digenes Akritas* and *Song of Igor's Campaign*, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32302, CLAS 31113, CLCV 21113, SLAV 22302, CMLT 22302

SLAV 32303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.

This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.

Instructor(s): Boris Maslov Terms Offered: Winter

Equivalent Course(s): CMLT 32303, CLCV 21313, CLAS 31313, SLAV 22303, CMLT 22303

SLAV 36500. Human Rights in Russia and Eurasia. 100 Units.

This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.

Instructor(s): A. Janco Terms Offered: Autumn

Equivalent Course(s): HIST 29312, HIST 39313, SLAV 26500, HMRT 26500

SLAV 39001. Poetic Cinema. 100 Units.

Films are frequently denoted as "poetic" or "lyrical" in a vague sort of way. It has been applied equally to religious cinema and to the experimental avant-garde. Our task will be to interrogate this concept and to try to define what it actually is denoting. Films and critical texts will mainly be drawn from Soviet and French cinema of the 1920s-1930s and 1960s-1990s. Directors include Dovzhenko, Renoir, Cocteau, Resnais, Maya Deren, Tarkovsky, Pasolini, Jarman, and Sokurov. In addition to sampling these directors' own writings, we shall examine theories of poetic cinema by major critics from the Russian formalists to Andre Bazin beyond.

Instructor(s): R. Bird
Equivalent Course(s): CMST 25501, CMST 35501, SLAV 29001

SLAVIC LANGUAGES AND LITERATURES - POLISH COURSES

POLI 10100-10200-10300. Elementary Polish I-II-III.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

POLI 10100. Elementary Polish I. 100 Units.

Terms Offered: Autumn

POLI 10200. Elementary Polish II. 100 Units.

Terms Offered: Winter

POLI 10300. Elementary Polish III. 100 Units.

Terms Offered: Spring

POLI 10200. Elementary Polish II. 100 Units.

Terms Offered: Winter

POLI 10300. Elementary Polish III. 100 Units.

Terms Offered: Spring

POLI 20100-20200-20300. Second-Year Polish I-II-III.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies. Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation.

POLI 20100. Second-Year Polish I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): POLI 10300 or equivalent

POLI 20200. Second-Year Polish II. 100 Units.

Terms Offered: Winter

POLI 20300. Second-Year Polish III. 100 Units.

Terms Offered: Spring

POLI 20200. Second-Year Polish II. 100 Units.

Terms Offered: Winter

POLI 20300. Second-Year Polish III. 100 Units.

Terms Offered: Spring

POLI 25301. Gombrowicz: The Writer as Philosopher. 100 Units.

In this course, we dwell on Witold Gombrowicz the philosopher, exploring the components of his authorial style and concepts that substantiate his claim to both the literary and the philosophical spheres. Entangled in an ongoing battle with basic philosophical tenets and, indeed, with existence itself, this erudite Polish author is a prime example of a 20th century modernist whose philosophical novels explode with uncanny laughter. In contrast to many of his contemporaries, who established their reputations as writers/philosophers, Gombrowicz applied distinctly literary models to the same questions that they explored. We investigate these models in depth, as we focus on Gombrowicz's novels, philosophical lectures, and some of his autobiographical writings. With an insight from recent criticism of these primary texts, we seek answers to the more general question: What makes this author a philosopher?

Instructor(s): B. Shallcross Terms Offered: Autumn

Note(s): All readings in English.

Equivalent Course(s): POLI 35301, ISHU 29405, FNDL 26903

POLI 25302. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieslowski's own writings and interviews, including criticism by Zizek, Insdorf, and others.

Instructor(s): B. Shallcross Terms Offered: Autumn

Note(s): Each half-hour long film will be viewed separately. All materials in English.

Equivalent Course(s): POLI 35302, FNDL 24002

POLI 25303. Kieslowski's French Cinema. 100 Units.

Krzysztof Kieslowski's long-lived obsession with parallel histories and repeated chances is best illustrated by his *The Double Life of Veronique*. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych *White, Blue, Red*, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kieslowski/Piesiewicz virtual universe the possibility of reconstituting one's identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kieslowski as auteur to his viewers' as co-creators. We read selections from current criticism on the "Three Color Trilogy." All materials in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): POLI 35303, FNDL 25312

POLI 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

POLI 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser. Open only to fourth-year students who are majoring in Slavic Languages and Literature.

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

POLI 30100-30200-30300. Advanced Polish I-II-III.

Students in this course discuss selected readings (primarily short stories chosen by the instructor) in Polish during the week. The level of work is adjusted to each student's level of preparation. All work in Polish.

POLI 30100. Advanced Polish I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): POLI 20300 or equivalent

POLI 30200. Advanced Polish II. 100 Units.

Terms Offered: Winter

POLI 30300. Advanced Polish III. 100 Units.

Terms Offered: Spring

POLI 30200. Advanced Polish II. 100 Units.

Terms Offered: Winter

POLI 30300. Advanced Polish III. 100 Units.

Terms Offered: Spring

POLI 35301. Gombrowicz: The Writer as Philosopher. 100 Units.

In this course, we dwell on Witold Gombrowicz the philosopher, exploring the components of his authorial style and concepts that substantiate his claim to both the literary and the philosophical spheres. Entangled in an ongoing battle with basic philosophical tenets and, indeed, with existence itself, this erudite Polish author is a prime example of a 20th century modernist whose philosophical novels explode with uncanny laughter. In contrast to many of his contemporaries, who established their reputations as writers/philosophers, Gombrowicz applied distinctly literary models to the same questions that they explored. We investigate these models in depth, as we focus on Gombrowicz's novels, philosophical lectures, and some of his autobiographical writings. With an insight from recent criticism of these primary texts, we seek answers to the more general question: What makes this author a philosopher?

Instructor(s): B. Shallcross Terms Offered: Autumn

Note(s): All readings in English.

Equivalent Course(s): ISHU 29405, FNDL 26903, POLI 25301

POLI 35302. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieslowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.

Instructor(s): B. Shallcross Terms Offered: Autumn

Note(s): Each half-hour long film will be viewed separately. All materials in English.

Equivalent Course(s): FNDL 24002,POLI 25302

POLI 35303. Kieslowski’s French Cinema. 100 Units.

Krzysztof Kieslowski’s long-lived obsession with parallel histories and repeated chances is best illustrated by his *The Double Life of Veronique*. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych *White, Blue, Red*, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kieslowski/Piesiewicz virtual universe the possibility of reconstituting one’s identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kieslowski as auteur to his viewers’ as co-creators. We read selections from current criticism on the “Three Color Trilogy.” All materials in English.

Instructor(s): B. Shallcross Terms Offered: Spring

Equivalent Course(s): FNDL 25312,POLI 25303

SLAVIC LANGUAGES AND LITERATURES - RUSSIAN COURSES

RUSS 10100-10200-10300. First-Year Russian I-II-III.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This yearlong course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 10100. First-Year Russian I. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

RUSS 10200. First-Year Russian II. 100 Units.

Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

RUSS 10200-10300. First-Year Russian II-III.

RUSS 10200. First-Year Russian II. 100 Units.

Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

RUSS 10300. First-Year Russian III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

RUSS 10400-10500-10600. Russian through Pushkin I-II-III.

This literary and linguistic approach to Russian allows students to learn the language by engaging classic Russian poetic texts (e.g., Pushkin's *The Bronze Horseman*), as well as excerpts from *Eugene Onegin* and selections from Pushkin's shorter poems and prose works. Although the focus is on reading Russian, all four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed, preparing students for the College Language Competency Exam and for continued study of Russian in second-year courses. Conversation practice is held twice a week.

RUSS 10400. Russian through Pushkin I. 100 Units.

Terms Offered: Autumn

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.

Terms Offered: Winter

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.

Terms Offered: Spring

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.

Terms Offered: Winter

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.

Terms Offered: Spring

Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 20100-20200-20300. Second-Year Russian I-II-III.

This course continues RUSS 10100-10200-10300; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

RUSS 20100. Second-Year Russian I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): RUSS 10300 or consent of instructor

RUSS 20200. Second-Year Russian II. 100 Units.

Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.

Terms Offered: Spring

RUSS 20200. Second-Year Russian II. 100 Units.

Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.

Terms Offered: Spring

RUSS 20400-20500-20600. Russian through Literary Readings: Second Year I-II-III.

This course is a continuation of Russian through Pushkin. Second-year grammar, as well as oral and reading skills, are strengthened through intensive reading of important poetic and prose texts from the Russian classics. Conversation practice is held twice a week.

RUSS 20400. Russian through Literary Readings: Second Year I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): RUSS 10600

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.

Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.

Terms Offered: Spring

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.

Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.

Terms Offered: Spring

RUSS 20702-20802-20902. Third-Year Russian through Culture I-II-III.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

RUSS 20702. Third-Year Russian through Culture I. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 20300 (two years of Russian) or equivalent

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 21002-21102-21202. Fourth-Year Russian through Short Story I-II-III.

This course treats some difficult issues of grammar, syntax, and stylistics through reading and discussing contemporary Russian short stories. This kind of reading exposes students to contemporary Russian culture, society, and language. Vocabulary building is also emphasized. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21002. Fourth-Year Russian through Short Story I. 100 Units.

Instructor(s): STAFF Terms Offered: Autumn

Prerequisite(s): Three years of Russian or equivalent

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.

Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.

Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.

Instructor(s): STAFF Terms Offered: Spring

RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21302. Advanced Russian through Media I. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 21002 or consent of instructor

Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 30302

RUSS 21402. Advanced Russian through Media II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 30302

RUSS 21600. Russian for Heritage Learners. 100 Units.

This course examines the major aspects of Russian grammar and stylistics essential for heritage learners. Students engage in close readings and discussions of short stories by classic and contemporary Russian authors (e.g., Pushkin, Dostoevsky, Tolstoy, Chekhov, Platonov, Bulgakov, Erofeev, Tolstaya), with special emphasis on their linguistic and stylistic differences. All work in Russian.

Terms Offered: Autumn

Prerequisite(s): Ability to speak Russian fluently required; formal training in Russian not required

RUSS 23900. Lolita. 100 Units.

“Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth.” Popular as Nabokov’s “all-American” novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel’s pedophilic plot as such by concerning itself above all with the novel’s language: language as failure, as mania, and as conjuration.

Instructor(s): M. Sternstein Terms Offered: Winter

Equivalent Course(s): FNDL 25300

RUSS 24101. Pushkin and His Age. 100 Units.

This course approaches the Golden Age of Russian culture through the prism of the artistic and intellectual legacy of its most influential writer. We read and analyze Pushkin’s poetry, prose fiction, essays, and critical works in the context of the critical, philosophical, and political debates of his time. We also consider writers such as Rousseau, Montesquieu, Karamzin, Balzac, Chaadaev, and Belinsky. Texts in English or the original; classes conducted in English.

Instructor(s): L. Steiner Terms Offered: Autumn

Equivalent Course(s): RUSS 34101

RUSS 25100-25200. Introduction to Russian Civilization I-II.

This two-quarter sequence provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1880s; 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. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required. This sequence is offered in alternate years.

RUSS 25100. Introduction to Russian Civilization I. 100 Units.

Instructor(s): F. Hillis, M. Merritt Terms Offered: Autumn. Not offered in 2014-15.

Equivalent Course(s): HIST 13900,SOSC 24000

RUSS 25200. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): HIST 14000,SOSC 24100

RUSS 25200. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): HIST 14000,SOSC 24100

RUSS 25500. Russian Literature from Classicism to Romanticism. 100 Units.

This course offers a survey of the main literary movements, schools, and genres during the period from the 1760s to the 1830s. We will explore the main works of Russian new-classical, pre-romantic, and romantic authors, including Mikhail Lomonosov, Gavrili Derzhavin, Denis Fonvizin, Nikolai Novikov, Anns Labzina, Nikolai Karamzin, Aleksandr Radischev, Vassilii Pushkin, Denis Davydov, Vassilii Zhukovskii, Alexandr Pushkin, Mikhail Lermontov, and Vladimir Odoevskii. Most texts are available in Russian as well as in translation. However, students are encouraged to read all texts in Russian.

Instructor(s): L. Steiner Terms Offered: Autumn

Prerequisite(s): Two years of Russian language

Equivalent Course(s): RUSS 35500

RUSS 25600. Realism in Russia. 100 Units.

From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.

Instructor(s): L. Steiner Terms Offered: Winter

Equivalent Course(s): RUSS 35600

RUSS 25700. Russian Literature from Modernism to Post-Modernism. 100 Units.

Given the importance of the written word in Russian culture, it is no surprise that writers were full-blooded participants in Russia's tumultuous recent history, which has lurched from war to war, and from revolution to revolution. The change of political regimes has only been outpaced by the change of aesthetic regimes, from realism to symbolism, and then from socialist realism to post-modernism. We sample the major writers, texts, and literary doctrines, paying close attention to the way they responded and contributed to historical events. This course counts as the third part of the survey of Russian literature. Texts in English.

Instructor(s): W. Nickell Terms Offered: Spring

Equivalent Course(s): HUMA 24100,RUSS 35700

RUSS 26105. Solzhenitsyn. 100 Units.

Nobel Laureate in Literature in 1970, Alexander Solzhenitsyn (1918–2008) is best known as an advocate for human rights in the Soviet Union, from which he was expelled in 1974. As with Tolstoy a century before, Solzhenitsyn's vast moral authority rested upon the reputation he gained as a novelist in the early 1960s. We will read his novels *One Day in the Life of Ivan Denisovich* and *Cancer Ward* as innovative and complex fictions in the tradition of the Russian novel. We will then read the first volume of his monumental *Archipelago GULAG*, which he called "an experiment in literary investigation," to see how he brought his artistic talents to bear on the hidden and traumatic history of repression under Stalin. At the center of the course will be the tensions in Solzhenitsyn's work between fiction and history, individual and society, modernity and tradition, humanism and ideology.

Instructor(s): R. Bird Terms Offered: Autumn

Equivalent Course(s): FNDL 26105

RUSS 26205. Soviet Everyday Life. 100 Units.

Instructor(s): W. Nickell Terms Offered: Winter

Equivalent Course(s): RUSS 36205

RUSS 26206. Jewish Writers in Russian Literature. 100 Units.

Instructor(s): W. Nickell Terms Offered: Spring

Equivalent Course(s): RUSS 36206

RUSS 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

RUSS 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literature with consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

RUSS 30102-30202-30302. Advanced Russian through Media I-II-III.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 30102. Advanced Russian through Media I. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 21002 or consent of instructor

Equivalent Course(s): RUSS 21302

RUSS 30202. Advanced Russian through Media II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 21402

RUSS 30302. Advanced Russian through Media III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 21502

RUSS 30202. Advanced Russian through Media II. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Winter

Equivalent Course(s): RUSS 21402

RUSS 30302. Advanced Russian through Media III. 100 Units.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 21502

RUSS 34101. Pushkin and His Age. 100 Units.

This course approaches the Golden Age of Russian culture through the prism of the artistic and intellectual legacy of its most influential writer. We read and analyze Pushkin's poetry, prose fiction, essays, and critical works in the context of the critical, philosophical, and political debates of his time. We also consider writers such as Rousseau, Montesquieu, Karamzin, Balzac, Chaadaev, and Belinsky. Texts in English or the original; classes conducted in English.

Instructor(s): L. Steiner Terms Offered: Autumn

Equivalent Course(s): RUSS 24101

RUSS 34504. Russian Poetry from Blok to Pasternak. 100 Units.

We will survey the selected poetry of major Russian modernists from 1900 to 1935, including lyrical and narrative genres. Poets covered include: Aleksandr Blok, Andrei Belyi, Viacheslav Ivanov, Nikolai Gumilev, Osip Mandel'shtam, Anna Akhmatova, Velimir Khlebnikov, Vladimir Mayakovsky, Marina Tsvetaeva, Boris Pasternak. In addition to tracing the development of poetic doctrines (from symbolism through acmeism and futurism), we will investigate the close correlations between formal innovation and the changing semantics of Russian poetry. Attention will also be paid to contemporary developments in Western European poetry. Knowledge of Russian required.

Instructor(s): R. Bird, B. Maslov Terms Offered: Winter

Prerequisite(s): Knowledge of Russian required.

Equivalent Course(s): CMLT 34504

RUSS 34802. Faith, Doubt and Secularization in 19th-Century Russia. 100 Units.

Instructor(s): Lina Steiner Terms Offered: Autumn

RUSS 35500. Russian Literature from Classicism to Romanticism. 100 Units.

This course offers a survey of the main literary movements, schools, and genres during the period from the 1760s to the 1830s. We will explore the main works of Russian new-classical, pre-romantic, and romantic authors, including Mikhail Lomonossov, Gavriil Derzhavin, Denis Fonvizin, Nikolai Novikov, Anns Labzina, Nikolai Karamzin, Aleksandr Radischev, Vassilii Pushkin, Denis Davydov, Vassilii Zhukovskii, Alexandr Pushkin, Mikhail Lermontov, and Vladimir Odoevskii. Most texts are available in Russian as well as in translation. However, students are encouraged to read all texts in Russian.

Instructor(s): L. Steiner Terms Offered: Autumn

Prerequisite(s): Two years of Russian language

Equivalent Course(s): RUSS 25500

RUSS 35600. Realism in Russia. 100 Units.

From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.

Instructor(s): L. Steiner Terms Offered: Winter

Equivalent Course(s): RUSS 25600

RUSS 35700. Russian Literature from Modernism to Post-Modernism. 100 Units.

Given the importance of the written word in Russian culture, it is no surprise that writers were full-blooded participants in Russia's tumultuous recent history, which has lurched from war to war, and from revolution to revolution. The change of political regimes has only been outpaced by the change of aesthetic regimes, from realism to symbolism, and then from socialist realism to post-modernism. We sample the major writers, texts, and literary doctrines, paying close attention to the way they responded and contributed to historical events. This course counts as the third part of the survey of Russian literature. Texts in English.

Instructor(s): W. Nickell Terms Offered: Spring

Equivalent Course(s): RUSS 25700, HUMA 24100

RUSS 36205. Soviet Everyday Life. 100 Units.

Instructor(s): W. Nickell Terms Offered: Winter

Equivalent Course(s): RUSS 26205

RUSS 36206. Jewish Writers in Russian Literature. 100 Units.

Instructor(s): W. Nickell Terms Offered: Spring

Equivalent Course(s): RUSS 26206

SLAVIC LANGUAGES AND LITERATURES - SOUTH SLAVIC COURSES

SOSL 26610. The Brighter Side of the Balkans. 100 Units.

Instructor(s): V. Friedman, A. Ilieva Terms Offered: Spring

SOSL 26800. Balkan Folklore. 100 Units.

This course is an overview of Balkan folklore from ethnographic, anthropological, historical/political, and performative perspectives. We become acquainted with folk tales, lyric and epic songs, music, and dance. The work of Milman Parry and Albert Lord, who developed their theory of oral composition through work among epic singers in the Balkans, helps us understand folk tradition as a dynamic process. We also consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition first hand through our visit to the classes and rehearsals of the Chicago-based ensemble "Balkanske igre."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23301, CMLT 33301, NEHC 20568, NEHC 30568, SOSL 36800

SOSL 27200-27300. Returning the Gaze: The Balkans and Western Europe; The Burden of History: A Nation and Its Lost Paradise.

The Other Within the Self: Identity in Balkan Literature and Film. This two-course sequence examines discursive practices in a number of literary and cinematic works from the South East corner of Europe through which identities in the region become defined by two distinct others: the "barbaric, demonic" Ottoman and the "civilized" Western European.

SOSL 27200. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): CMLT 23201, CMLT 33201, NEHC 20885, NEHC 30885, SOSL 37200

SOSL 27300. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23401, CMLT 33401, NEHC 20573, NEHC 30573, SOSL 37300

SOSL 27300. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23401, CMLT 33401, NEHC 20573, NEHC 30573, SOSL 37300

SOSL 27610. Gender in the Balkans through Literature and Film. 100 Units.

This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23901, CMLT 33901, GNSE 27702, GNSE 37700, SOSL 37610

SOSL 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

SOSL 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literature with consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

SOSL 36800. Balkan Folklore. 100 Units.

This course is an overview of Balkan folklore from ethnographic, anthropological, historical/political, and performative perspectives. We become acquainted with folk tales, lyric and epic songs, music, and dance. The work of Milman Parry and Albert Lord, who developed their theory of oral composition through work among epic singers in the Balkans, helps us understand folk tradition as a dynamic process. We also consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition first hand through our visit to the classes and rehearsals of the Chicago-based ensemble "Balkanske igre."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 26800,CMLT 23301,CMLT 33301,NEHC 20568,NEHC 30568

SOSL 37200-37300. Returning the Gaze: The Balkans and Western Europe; The Burden of History: A Nation and Its Lost Paradise.

The Other Within the Self: Identity in Balkan Literature and Film. This two-course sequence examines discursive practices in a number of literary and cinematic works from the South East corner of Europe through which identities in the region become defined by two distinct others: the "barbaric, demonic" Ottoman and the "civilized" Western European.

SOSL 37200. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

Instructor(s): A. Ilieva Terms Offered: Autumn

Equivalent Course(s): SOSL 27200,CMLT 23201,CMLT 33201,NEHC 20885,NEHC 30885

SOSL 37300. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23401, CMLT 33401, NEHC 20573, NEHC 30573, SOSL 27300

SOSL 37300. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's *Mountain Wreath*; Ismail Kadare's *The Castle*; and Anton Donchev's *Time of Parting*.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): CMLT 23401, CMLT 33401, NEHC 20573, NEHC 30573, SOSL 27300

SOSL 37610. Gender in the Balkans through Literature and Film. 100 Units.

This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): SOSL 27610, CMLT 23901, CMLT 33901, GNSE 27702, GNSE 37700



SOCIAL SCIENCES

The distinguished American sociologist, David Riesman, who played a major role in the creation of the general education program in the social sciences at Chicago, once observed that it was only with a "marvelous hubris" that students were encouraged to range over such "large territory" in the social sciences. Indeed, since the 1940s, yearlong sequences designed to introduce students to different types of social scientific data and different forms of social sciences inquiry have become a permanent feature of the Chicago curriculum. Although considerable variety manifests itself in the way the social sciences courses in general education are organized, most of the sequences are informed, as Robert Redfield once suggested, by an attempt "to communicate the historical development of contemporary society" and by an effort "to convey some understanding of the scientific spirit as applied to social problems and the capacity to address oneself in that spirit to such a problem." By training students in the analysis of social phenomena through the development and use of interdisciplinary and comparative concepts, the courses also try to determine the characteristics common among many societies, thus enabling the individual to use both reason and special knowledge to confront rapid social change in the global world of the late twentieth century.

The Social Sciences Collegiate Division offers several social science and civilization sequences in the general education program. It also offers specialized courses that provide a particularly interdisciplinary or comparative theoretical perspective and may be of interest to students in a variety of majors. The latter set of courses should also be considered as attractive possibilities for electives.

GENERAL EDUCATION SEQUENCES

SOSC 11100-11200-11300. Power, Identity, and Resistance I-II-III.

The first quarter of this course focuses on the work of three central figures in modern political economy and social theory: Adam Smith, Karl Marx, and Emile Durkheim. The aim of Autumn Quarter is to introduce students to the very idea of theorizing about society, economy, and politics through close readings of central works of each author. The focus is on the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings "naturally" act in certain ways in the economy and society? How much can individual self-control be relied on? What is the role of power in economic life? Winter Quarter focuses on modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. Authors are interrogated on questions concerning individuality, liberty, equality, the limitation of state power, the importance of stability, the value of democratic participation in governance, and the role that organized society plays in political life, among other issues. Both defenders and critics of the liberal conception of liberty and the state are addressed. Texts include Machiavelli, Hobbes, Locke, Rousseau, Burke, Hegel, and Marx. Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the twentieth and twenty-first centuries. Broadly, we consider the role and place of violence in liberal thought and practice. Problems of individual psychological violence as well as social and political violence are considered. Readings include texts by Kant, Nietzsche, Freud, Wolf, Fanon, DuBois, Arendt, Martin Luther King, and Foucault.

SOSC 11100. Power, Identity, and Resistance I. 100 Units.

Instructor(s): G. Herrigel, 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 11200. Power, Identity, and Resistance II. 100 Units.

Instructor(s): G. Herrigel, Staff Terms Offered: Winter

Prerequisite(s): SOSC 11100. 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 11300. Power, Identity, and Resistance III. 100 Units.

Instructor(s): G. Herrigel, Staff Terms Offered: Spring

Prerequisite(s): SOSC 11200. 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 11200-11300. Power, Identity, and Resistance II-III.

The first quarter of this course focuses on the work of three central figures in modern political economy and social theory: Adam Smith, Karl Marx, and Emile Durkheim. The aim of autumn quarter is to introduce students to the very idea of theorizing about society, economy and politics through close readings of central works of each author. The focus is on the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings "naturally" act in certain ways in the economy and society? How much can individual self-control be relied on? What is the role of power in economic life? The focus of this quarter is modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. Authors are interrogated on questions concerning individuality, liberty, equality, the limitation of state power, the importance of stability, the value of democratic participation in governance and the role that organized society plays in political life, among other issues. Both defenders and critics of the liberal conception of liberty and the state are addressed. Texts include Machiavelli, Hobbes, Locke, Rousseau, de Tocqueville, Marx and Mill. Spring quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the twentieth and twenty-first centuries. Broadly, we consider the role and place of violence in liberal thought and practice. Problems of individual psychological violence as well as social and political violence are considered. Readings include texts by Kant, Nietzsche, Freud, Sorel, Dewey, Fanon, Arendt, Martin Luther King and Foucault.

SOSC 11200. Power, Identity, and Resistance II. 100 Units.

Instructor(s): G. Herrigel, Staff Terms Offered: Winter

Prerequisite(s): SOSC 11100. 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 11300. Power, Identity, and Resistance III. 100 Units.

Instructor(s): G. Herrigel, Staff Terms Offered: Spring

Prerequisite(s): SOSC 11200. 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 11300. Power, Identity, and Resistance III. 100 Units.

Instructor(s): G. Herrigel, Staff Terms Offered: Spring

Prerequisite(s): SOSC 11200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12100-12200-12300. Self, Culture, and Society I-II-III.

The classic social theories of Smith, Marx, and Weber, along with contemporary ethnographic and historical works, serve as points of departure for considering the characterizing features of the modern world. Particular emphasis is given to the modern world's social-economic structure and issues of work, the texture of time, and economic globalization. Winter quarter focuses on the relation of culture, social life, and history. On the basis of readings from Durkheim, Levi-Strauss, Sahlins, Foucault, Benjamin, Adorno, and other anthropologists and cultural theorists, we investigate how systems of meaning expressed through metaphors, symbols, rituals, and narratives constitute and articulate individual and social experience across a range of societies, including our own, and how those systems of meaning change historically. In spring, we concern ourselves with the question of how personhood is constructed socially, culturally, and historically. Our considerations include issues of gender, sexuality, and ethnic identity, through the study of the wide range of approaches found in the works of Freud, Mauss, Mead, Marcuse, Vygotsky, de Beauvoir, Fanon, and others.

SOSC 12100. Self, Culture, and Society I. 100 Units.

Instructor(s): M. Postone, Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12200. Self, Culture, and Society II. 100 Units.

Instructor(s): W. Mazzarella, M. Postone, Staff Terms Offered: Winter

Prerequisite(s): SOSC 12100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12300. Self, Culture, and Society III. 100 Units.

Instructor(s): M. Postone, Staff Terms Offered: Spring

Prerequisite(s): SOSC 12200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13100-13200-13300. Social Science Inquiry I-II-III.

Contemporary culture is awash in scientific claims about the human condition. As evident in best-sellers like *Freakonomics*, *Moneyball*, and *The Tipping Point*, a data-driven conception of social life is occurring not just in the higher echelons of business or government, but in popular discourse as well. This course provides an introduction to this "positivist" approach. 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. 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. 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.

SOSC 13100. Social Science Inquiry I. 100 Units.

Instructor(s): E. Oliver, Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13200. Social Science Inquiry II. 100 Units.

Instructor(s): E. Oliver, Staff Terms Offered: Winter

Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13300. Social Science Inquiry III. 100 Units.

Instructor(s): E. Oliver, Staff Terms Offered: Spring

Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14100-14200-14300. Mind I-II-III.

This sequence takes an empirical, scientific approach to understanding the functions of the mind. Drawing on psychology, anthropology, sociology, economics, and a number of other social as well as biological sciences, the course examines how the mind operates at multiple levels of analysis (e.g., biological, psychological, societal) and across a variety of time scales (e.g., exploring processes that unfold over the course of milliseconds as well as those that unfold over millennia). We examine issues such as how people apprehend reality, the development of thought across the life span, the impact of social contextual factors on mental processes, the ideal of rationality and systematic deviations from that ideal, how different languages and cultures represent different ways of seeing and thinking about the world. Cross-cutting these specific topic areas is a sustained exploration of the process by which contemporary social science is conducted. For example, we consider what constitutes a legitimate social scientific question, what counts as valid empirical evidence, and how data are used to test theories and to support causal claims.

SOSC 14100. Mind I. 100 Units.

Instructor(s): D. Gallo, Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.

Instructor(s): D. Gallo, Staff Terms Offered: Winter

Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.

Instructor(s): D. Gallo, Staff Terms Offered: Spring

Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.

Students registered in this sequence must attend the first and second class sessions or their registration will be dropped. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We read classic writings from Plato, Aristotle, and Aquinas to such great founders and critics of modernity as Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Mill, Marx, Nietzsche, and Weber. Writing before our departmentalization of disciplines, they were at the same time sociologists, psychologists, political scientists, economists, and moralists; they offer contrasting alternative conceptions of society and politics that underlie continuing controversies in the social sciences and in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.

Instructor(s): N. Tarcov, Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.

Instructor(s): S. Muthu, Staff Terms Offered: Winter

Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.

Instructor(s): J. Pitts, Staff Terms Offered: Spring

Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

COLLEGIATE COURSES

SOSC 02980. Practicum. 025 Units.

This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.

Instructor(s): D. Spatz Terms Offered: Summer

Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 025 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee \$150; students in need of financial aid should contact Susan Art at 702.8609.

Equivalent Course(s): HUMA 02980

SOSC 20200. Survey Research Overview. 100 Units.

The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student's research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.

Instructor(s): M. Van Haitisma Terms Offered: Autumn, Winter

Equivalent Course(s): SOCI 20118, MAPS 30900, SOCI 30118, SOSC 30900, SSAD 53200

SOSC 21100-21200. Music in Western Civilization I-II.

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 dramatic, musical, and visual arts. This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

SOSC 21100. Music in Western Civilization I: To 1750. 100 Units.

Instructor(s): A. Robertson Terms Offered: Winter

Equivalent Course(s): MUSI 12100, HIST 12700

SOSC 21200. Music in Western Civilization II: 1750 to the Present. 100 Units.

Terms Offered: Spring

Equivalent Course(s): MUSI 12200, HIST 12800

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. Introduction to Linguistics I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence

Equivalent Course(s): ANTH 27001, ANTH 37001, LING 20100, LING 30100

SOSC 21800. Introduction to Linguistics II. 100 Units.

Terms Offered: Winter

Prerequisite(s): These courses must be taken in sequence

Equivalent Course(s): ANTH 27002, ANTH 37002, LING 20200, LING 30200

SOSC 21900. Introduction to Linguistics III. 100 Units.

Terms Offered: Spring

Prerequisite(s): These courses must be taken in sequence

Equivalent Course(s): ANTH 27003, ANTH 37003, LING 20300, LING 30300

SOSC 22000-22100-22200. Islamic Thought and Literature I-II-III.

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

SOSC 22000. Islamic Thought and Literature I. 100 Units.

This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.

Instructor(s): T. Qutbuddin Terms Offered: Autumn

Equivalent Course(s): NEHC 20601,RLST 20401

SOSC 22100. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we trace the cultural, social, religious, political, and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20602,RLST 20402

SOSC 22200. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): NEHC 20603,RLST 20403

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 Autumn Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Autumn

Equivalent Course(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000

SOSC 23100. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20200, ANTH 24102, HIST 10900, SASC 20100

SOSC 23500-23600-23700-23801. Introduction to the Civilizations of East Asia I-II-III-IV.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

SOSC 23500. Introduction to the Civilizations of East Asia I. 100 Units.

Instructor(s): G. Alitto Terms Offered: Autumn

Equivalent Course(s): HIST 15100, CRES 10800, EALC 10800

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200, CRES 10900, EALC 10900

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300, CRES 11000, EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400, EALC 15400

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.

Instructor(s): S. Burns Terms Offered: Winter

Equivalent Course(s): HIST 15200, CRES 10900, EALC 10900

SOSC 23700-23801. Introduction to the Civilizations of East Asia III-IV.

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.

Equivalent Course(s): HIST 15300, CRES 11000, EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400, EALC 15400

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.

Instructor(s): M. Bradley Terms Offered: Spring Not offered 2013-14

Equivalent Course(s): HIST 15400, EALC 15400

SOSC 24000-24100. Introduction to Russian Civilization I-II.

This two-quarter sequence provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1880s; 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. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required. This sequence is offered in alternate years.

SOSC 24000. Introduction to Russian Civilization I. 100 Units.

Instructor(s): F. Hillis, M. Merritt Terms Offered: Autumn. Not offered in 2014-15.

Equivalent Course(s): HIST 13900, RUSS 25100

SOSC 24100. Introduction to Russian Civilization II. 100 Units.

Instructor(s): R. Bird, W. Nickell Terms Offered: Winter. Not offered 2014-15.

Equivalent Course(s): HIST 14000, RUSS 25200

SOSC 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

SOSC 24001. Colonizations I. 100 Units.

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.

Terms Offered: Autumn

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): CRES 24001, ANTH 24001, HIST 18301

SOSC 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24002, ANTH 24002, HIST 18302

SOSC 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24003, ANTH 24003, HIST 18303, SALC 20702

SOSC 25100. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

Instructor(s): F. Stuart Terms Offered: Winter

Equivalent Course(s): SOCI 20104, CRES 20104, GEOG 22700, GEOG 32700, SOCI 30104

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 civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Terms Offered: Autumn

Equivalent Course(s): LACS 16100, ANTH 23101, CRES 16101, HIST 16101, HIST 36101, LACS 34600

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.

Terms Offered: Winter

Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 16102, HIST 36102, LACS 34700

SOSC 26300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Terms Offered: Spring

Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800

SOSC 26900. The Complex Problem of World Hunger. 100 Units.

Few of our policymakers are experts in economics, agronomy, food science, and molecular biology, yet all of these disciplines are essential for developing strategies to end world hunger. Choosing one country as a test case, we look at the history, politics, governmental structure, population demographics, and agricultural challenges. We then study the theory of world markets, global trade, and microeconomics of developing nations, as well as the promise and limitation of traditional breeding and biotechnology.

Instructor(s): J. Malamy Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 24800,ENST 24800,BIOS 02810

SOSC 28200-28300. Problems in the Study of Gender; Problems in the Study of Sexuality.

This two-quarter interdisciplinary sequence is designed as an introduction to theories and critical practices in the study of feminism, gender, and sexuality. Both classic texts and recent conceptualizations of these contested fields are examined. Problems and cases from a variety of cultures and historical periods are considered, and the course pursues their differing implications in local, national, and global contexts. Both quarters also engage questions of aesthetics and representation, asking how stereotypes, generic conventions, and other modes of circulated fantasy have contributed to constraining and emancipating people through their gender or sexuality.

SOSC 28200. Problems in the Study of Gender. 100 Units.

This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.

Instructor(s): N. Atkinson, Autumn; J. Cole, Spring Terms Offered: Autumn 2013, Spring 2014

Note(s): May be taken in sequence or individually.

Equivalent Course(s): GNSE 10100,CRES 10101,ENGL 10200,HIST 29306

SOSC 28300. Problems in the Study of Sexuality. 100 Units.

This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.

Instructor(s): Kristen Schilt Terms Offered: Winter 2014

Note(s): May be taken in sequence or individually

Equivalent Course(s): GNSE 10200, ENGL 10300

SOSC 28300. Problems in the Study of Sexuality. 100 Units.

This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.

Instructor(s): Kristen Schilt Terms Offered: Winter 2014

Note(s): May be taken in sequence or individually

Equivalent Course(s): GNSE 10200, ENGL 10300

SOSC 29500. Readings in Social Sciences in a Foreign Language. 100 Units.

Students are required to make arrangements with appropriate instructors and obtain consent of senior adviser. Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): At least one year of language

SOSC 29700. Independent Study in the Social Sciences. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and senior adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 29900. BA Paper in Russian Civilization. 100 Units.

This is a reading and research course for independent study related to BA research and BA paper preparation.

Terms Offered: Autumn, Winter, Spring, Summer

Prerequisite(s): Consent of instructor and undergraduate program chair

Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 34500. Anthropology of Museums I. 100 Units.

Instructor(s): M. Fred Terms Offered: Winter

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 24511, ANTH 34502, CHDV 38101, CRES 34501, MAPS 34500

SOSC 34600. Anthropology of Museums II. 100 Units.

Instructor(s): M. Fred Terms Offered: Spring

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): ANTH 24512, CRES 34502

SOSC 39000. Anthropology of Disability. 100 Units.

This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

Instructor(s): M. Fred Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

COLLEGIATE COURSES IN CIVILIZATION STUDIES ABROAD

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SOCIOLOGY

PROGRAM OF STUDY

The discipline of sociology encompasses a diversity of substantive interests, theoretical orientations, and methodological approaches. The phenomena studied by sociologists range from face-to-face interaction in small groups to the structure of the modern world system. They include the historical emergence, stabilization and disintegration of institutions, practices and symbolic forms, stratification and mobility, demographic change, processes of gendering, urban/rural/suburban communities, race and ethnic relations, mass media, and the social dimensions of such areas as education, family life, law, the military, political behavior, science, and religion. The methodologies of the field range from experimentation, survey research, and ethnography to archival research and mathematical model building.

The knowledge sociology provides for the understanding of human relations and social organization has made it attractive for students considering careers in such professions as business, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. As a basis for more specialized graduate work, it affords entry to careers in social research in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Sociology also provides an excellent foundation for students who are planning academic careers in any of the social sciences. The program is designed, therefore, to meet the needs of a very diverse group of students.

PROGRAM REQUIREMENTS

Although no special application is required for admission to the sociology program, students are required to (1) inform the sociology department and their College adviser when they decide to enter the program and (2) complete an enrollment form that is available in the department office. *Students may enter the sociology program at any time during their second year but no later than the beginning of Spring Quarter of their third year.* Students must complete any one of the general education social science sequences before declaring a sociology major.

Students are strongly encouraged to complete the required introductory sociology courses as early as possible.

Students are encouraged to select a faculty member to serve as an adviser. In addition, each student is assigned to a preceptor. Students should address technical questions regarding the program (e.g., required courses, petitions) with the preceptor or the program chair. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology or to design an individualized program of study.

Course Requirements

Students pursuing a BA degree in sociology are expected to complete the following requirements.

The Introductory Courses

a. Social Theory

SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory. These required courses acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

SOCI 20002 Social Structure and Change. The central objective of this course is to introduce students to the sociological study of individuals in the society, or how individual actions are shaped by their relation to and position in the social structure while contributing to this structure and its change. A central preoccupation is to articulate the linkage between the individual/micro level and the social/macro level. We focus on sociological approaches to the American society, its position in the international structure and its principal dimensions: race and ethnicity; age, gender, and social class.

SOCI 20005 Sociological Theory. Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of "theory work" and its relation both to philosophic analysis and empirical research. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

b. Methodology

Students are required to take at least one of the following methodology courses.

SOCI 20001 Sociological Methods. This course introduces the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we first explore questions of causality and the epistemology of social research. We then study the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Students spend the quarter working on a series of assignments that culminates in a research proposal for the BA thesis.

SOCI 20111 Survey Analysis I. This course teaches students how to analyze and write up previously collected survey data: basic logic of multivariate causal reasoning and its application to OLS regression, percentage tables, and log odds. We emphasize practice in writing. This is not a course in sampling methods.

SOCI 20140 Qualitative Field Methods. This course introduces techniques of, and approaches to, ethnographic field research. Emphasis is placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

c. Statistics

SOCI 20004 Statistical Methods of Research. This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists. Substitutes for this course are STAT 20000 Elementary Statistics or higher.

d. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. These courses must be selected in consultation with the program chair. They may be drawn from any of the 20000-level courses in sociology and, after completing SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate numbers.

e. Senior Seminar

SOCI 29998 Senior Seminar

f. BA Honors Paper

SOCI 29999 BA Honors Paper. This course is open only to students who are applying for honors.

SUMMARY OF REQUIREMENTS

Two of the following:		200
SOCI 20002	Social Structure and Change	
SOCI 20005	Sociological Theory	
	or approved substitute	
One of the following:		100
SOCI 20001	Sociological Methods	
SOCI 20111	Survey Analysis I	
SOCI 20140	Qualitative Field Methods	
SOCI 20004	Statistical Methods of Research	100
Four sociology courses (one may be a reading and research course)		400
Three approved courses in sociology or related fields (one may be a reading and research course)*		300
SOCI 29998	Senior Seminar	100
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Total Units		1200

* Students must submit a general petition form to the program chair for approval. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content may also be accepted.

** Students who are applying for honors must also register for SOCI 29999 BA Honors Paper for a total of thirteen courses.

BA Paper

During their fourth year, students majoring in sociology are expected to complete an original project of sociological inquiry on a topic of their choice, culminating in a final paper from twenty to forty pages in length. The project is an independent research project in which questions are formulated and data are collected and analyzed by the student. Recent projects have included studies of comparative order and disorder in urban neighborhoods in Chicago, immigration and national identity in Germany and Guatemala, processes of gendering in various workplaces, the role

of emotions in social theory, the decisions that boys and girls make about what math courses to take in high school, homosexuality and AIDS in South Africa, hegemonic discourses of whiteness in women's magazines, emerging forms of social interaction on the Internet, church leadership transition among Korean immigrants, the power of public rhetoric in public housing, role models among Mexican-American youth, gender roles in families of graduate students, peer pressure and teenage pregnancy, and attitudes toward immigration.

The senior project is researched, discussed, and written in the context of the senior seminar (SOCI 29998 Senior Seminar), which is a required yearlong course. *While students are required to attend the senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, they may register for the seminar in any one of the three terms.* (Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of the trip.) The completed thesis is submitted during Spring Quarter of their fourth year.

In general, the senior project is written under the guidance of the preceptors of the department. Students who wish to be considered for honors must consult the program chair at the beginning of Spring Quarter of their third year. They will then choose an individual faculty member under whose supervision they will write their thesis. These students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward the courses required for the sociology major. Students must obtain consent of the program chair if they wish to register for more than one reading and research course to complete the BA paper.

GRADING

All courses required for completion of the sociology program must be taken for quality grades. This includes Reading and Research courses with the exception of SOCI 29999 BA Honors Paper, which may be taken for P/F grading with consent of instructor.

HONORS

If their cumulative GPA is at or above 3.25 and their GPA in the major is at or above 3.5, students may be nominated for graduation with honors on the basis of the excellence of their thesis. The thesis must be based on *substantial individual research* conducted under the guidance of a faculty member, and it must be evaluated both by the student's adviser and by the program chair at A- or A. Students who are applying for honors must also register for SOCI 29999 BA Honors Paper for a total of thirteen courses.

Declaring a Sociology Major

Before declaring a sociology major, students should discuss their plans with their College adviser. They must then complete the enrollment form, which includes a short entry survey and is available in the Office of the Department of Sociology (SS 307). Students may enter the program at any time during their second year, but no later than the beginning of Spring Quarter in their third year.

Handbook

Students interested in pursuing the BA degree in sociology are encouraged to read the brochure *Undergraduate Program in Sociology*, which is available in the Office of the Department of Sociology (SS 307).

SOCIOLOGY COURSES

SOCI 20001. Sociological Methods. 100 Units.

This course introduces the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Assignments culminate in a research proposal for the BA thesis.
Instructor(s): C.S. Lee Terms Offered: Winter

SOCI 20002. Social Structure and Change. 100 Units.

This course introduces the sociological study of individuals in the society. We study how individual actions are shaped by their relation to and position in the social structure, while contributing to this structure and its change. A central preoccupation is to articulate the linkage between the individual/micro level and the social/macro level. We also discuss the properties of a stratified social fabric. We focus on sociological approaches to the American society, its position in the international structure, and its principal dimensions (i.e., race and ethnicity, age, gender, social class).
Instructor(s): J. Evans Terms Offered: Winter

SOCI 20004. Statistical Methods of Research. 100 Units.

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.
Instructor(s): S. Raudenbush Terms Offered: Winter

Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 30004

SOCI 20005. Sociological Theory. 100 Units.

Building on the works of Marx, Weber, Durkheim, Simmel, and other classical theorists, this course addresses the role of theory in sociology. In addition to classic texts, readings explore both contemporary theoretical projects and the implications of theory for empirical research.

Instructor(s): A. Glaeser Terms Offered: Spring

Note(s): Required of students who are majoring in Sociology.

SOCI 20101. Organizational Analysis. 100 Units.

This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.

Instructor(s): E. Laumann Terms Offered: Autumn

Equivalent Course(s): PBPL 23000, SOCI 30101

SOCI 20102. Social Change. 100 Units.

This course presents a general overview of causal processes of macro-institutional level social changes. It considers a variety of types of cross-national, over-time changes such as economic growth, bureaucratization, revolutions, democratization, spread of cultural and institutional norms, deindustrialization, globalization and development of welfare states. It also covers various forms of planned changes in oppositional social movements (civil rights, environmental, women's, and labor movements).

Instructor(s): C. Lee, D. Zhao Terms Offered: Spring

Equivalent Course(s): SOCI 30102

SOCI 20103. Social Stratification. 100 Units.

Social stratification is the unequal distribution of the goods that members of a society value (e.g., earnings, income, authority, political power, status, prestige). This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence.

Instructor(s): R. Stolzenberg Terms Offered: Autumn

Equivalent Course(s): SOCI 30103

SOCI 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

Instructor(s): F. Stuart Terms Offered: Winter

Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100

SOCI 20106. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in social sciences

Equivalent Course(s): ENST 23500, PBPL 23600, SOCI 30106

SOCI 20107. Sociology of Human Sexuality. 100 Units.

After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices.

Instructor(s): E. Laumann Terms Offered: Spring

Prerequisite(s): Introductory social sciences course

Equivalent Course(s): GNSE 27100, SOCI 30107

SOCI 20108. The Institution of Education. 100 Units.

This course is a general survey of the properties of education considered as an institution of historical and contemporary societies. Particular attention is given to institutional formation and change in education and to education's role in processes of social control and social stratification.

Instructor(s): C. Bidwell Terms Offered: Winter

Equivalent Course(s): SOCI 30108

SOCI 20111. Survey Analysis I. 100 Units.

This course covers how to analyze and write up previously collected survey data: the basic logic of multivariate causal reasoning and its application to OLS regression. We emphasize practice in writing. This is not a course in sampling methods.

Instructor(s): J. Davis Terms Offered: Autumn

Equivalent Course(s): SOCI 30111

SOCI 20112. Applications of Hierarchical Linear Models. 100 Units.

A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature--a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.

Instructor(s): S. Raudenbush Terms Offered: Spring

Prerequisite(s): Applied statistics at a level of multiple regression

Equivalent Course(s): SOCI 30112

SOCI 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): HMRT 20116, HMRT 30116, PBPL 27900, SOCI 30116

SOCI 20118. Survey Research Overview. 100 Units.

The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student's research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.

Instructor(s): M. Van Haitmsma Terms Offered: Autumn, Winter

Equivalent Course(s): MAPS 30900, SOCI 30118, SOSC 20200, SOSC 30900, SSAD 53200

SOCI 20120. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn

Equivalent Course(s): PBPL 24800, SOCI 30120

SOCI 20122. Introduction to Population. 100 Units.

This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Winter

Equivalent Course(s): SOCI 30122

SOCI 20123. The Family. 100 Units.

Everyone is a member of a family. The family has been one of the most important social institutions in every society throughout history. But the shape that families take, the functions they fill, and the problems they face vary historically and cross-culturally. So families in Sweden look different from and act differently than families in Saudi Arabia or Brazil. And American families today differ dramatically from a century ago. This course looks at families from a sociological perspective, focusing on the family as a social group, the institution of the family, and differences in families within and across societies. We consider how public policies—such as those aiding needy families (TANF) and recognizing same-sex marriage—affect families and how family members work to influence public policies. We draw on contemporary media representations of families and their challenges in order to evaluate sociological theories. The course follows lecture/discussion format. Students are responsible for three one-page papers on topics drawn from the course, a mid-term, and a final. Prerequisites include one or more general introductory courses in sociology or a related social science or consent of the instructor.

Instructor(s): L. Waite Terms Offered: Not offered 2013-14

Prerequisite(s): At least one prior basic course in sociology or related social science, or consent of instructor

Equivalent Course(s): GNSE 20100

SOCI 20125. Rational Foundations of Social Theory. 100 Units.

This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.

Instructor(s): K. Yamaguchi Terms Offered: Winter

Equivalent Course(s): SOCI 30125

SOCI 20126. Japanese Society: Functional/Cultural Explanations. 100 Units.

The objective of this course is to provide an overview of social structural characteristics, and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. As will become clear as complementary to each other. Substantively, the course primarily focuses on 1) the forms of social interaction and structure, 2) work organization and family, and 3) education, social inequality and opportunity. The course also presents discussions of the extent to which Japan is "unique" among industrial societies. In covering a broad range of English-language literature on Japanese Society, the course not only presents reviews and discussions of various alternative theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories.

Instructor(s): K. Yamaguchi Terms Offered: Spring

Equivalent Course(s): SOCI 30126

SOCI 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Winter

Equivalent Course(s): CRES 20140

SOCI 20157. Mathematical Models. 100 Units.

This course examines mathematical models and related analyses of social action, emphasizing a rational-choice perspective. About half the lectures focus on models of collective action, power, and exchange as developed by Coleman, Bonacich, Marsden, and Yamaguchi. Then the course examines models of choice over the life course, including rational and social choice models of marriage, births, friendship networks, occupations, and divorce. Both behavioral and analytical models are surveyed.

Instructor(s): K. Yamaguchi Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30157

SOCI 20169. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. 100 Units.

This course introduces students to major theories of globalization and to core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, world systems theory, glocalization and hybridization approaches and the "strong program" in globalization studies. Empirically oriented topics include global love, global finance, global terrorism and the globalization of nothing. The empirical ethnographies of the global are chosen to illustrate the interest and feasibility of globalization studies and of critical studies of dimensions of globalization.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Equivalent Course(s): ANTH 25710, ANTH 35710, SOCI 30169

SOCI 20175. The Sociology of Deviant Behavior. 100 Units.

This course examines how distinctions between "normal" and "deviant" are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, "satanic" daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a "culture of fear." Additionally, we investigate the impact on individuals of being labeled "deviant" either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society.

Instructor(s): K. Schilt Terms Offered: Autumn

Equivalent Course(s): GNSE 20170

SOCI 20179. Labor Force and Employment. 100 Units.

This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion?

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30179

SOCI 20184. Political Culture, Social Capital, and the Arts. 100 Units.

New work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts (e.g., political culture, social capital, legitimacy) and how they change with these new developments. Scenes, nightlife, design, the Internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. After a focus on the discussion of readings, the second part of the course is conducted as a seminar.

Instructor(s): T. Clark Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30184

SOCI 20191. Social Change in the United States. 100 Units.

This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).

Instructor(s): R. Stolzenberg Terms Offered: Autumn

Prerequisite(s): Two prior sociology courses or consent of instructor

Equivalent Course(s): SOCI 30191

SOCI 20192. The Effects of Schooling. 100 Units.

From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30192

SOCI 20203. Emotions and Culture, Paradigms of Empirical and Theoretical Analysis. 100 Units.

The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.

Instructor(s): K. Knorr Cetina Terms Offered: Winter

Equivalent Course(s): ANTH 25125, ANTH 35125, SOCI 30203

SOCI 20204. Sociology of Civil Society. 100 Units.

This course examines how civil society interacts with the state and market. After a theoretical overview of classical theories of civil society and more modern theoretical variations, it explores the various topics of civil society from institutional, organizational, and cultural perspectives. Topics include: civil society and social movements, civil society and welfare states, civil society and identity politics, civil society and market, and transformation of civil society and public sphere.

Instructor(s): C. Lee Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30204

SOCI 20207. Social and Cultural Organization of Non-Human Animals. 100 Units.

In the past few decades, there has been an explosion of rigorous work in ethology regarding social organization, cultural patterns, and cognition in non-human animals. The results have fundamentally overturned previous assumptions about animals; they also challenge and inspire sociological theory to encompass formations observed in non-humans. This course builds on classic theoretical approaches (of Chicago sociology and philosophy, of evolutionary theorists) and examines the current state of knowledge about animal social organization, communication, and culture. Although there is a fair amount on primates, we will be examining work on a number of social species from ants to whales. Students will write a paper pursuing one theme of the course (e.g., social organization, learning) in one species (e.g., Ethiopian wolf, *Octopus vulgaris*).

Instructor(s): J. Martin Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30207

SOCI 20209. Culture and Social Networks. 100 Units.

The study of social networks has exploded in recent years, prompted by advances in technology that have made the analysis of large social network data feasible, by the rise of Facebook and other social media, and by the publication of popular books detailing the relevance of network processes for the understanding of many aspects of social life. While recent work on network analysis has moved beyond the social sciences to influence fields as diverse as biology, computer science, and physics, the present course focuses exclusively on inter-personal relations, with a strong focus on the role of culture, institutions, and organizations in how actors think about, form, use, and respond to their social networks. Readings will likely include works by Mark Granovetter, Barry Wellman, Nicholas Christakis, James Fowler, Mustafa Emirbayer, Ann Mische, Russell Bernard, Clyde Mitchell, Nan Lin, Pierre Bourdieu, James Coleman, John Padgett, and others. Students should expect a substantial though interesting workload.

Instructor(s): M. Small Terms Offered: Spring

Prerequisite(s): Advanced undergrads only (juniors, seniors); prior course in social network analysis is recommended by not required

SOCI 20215. Urban Health. 100 Units.

This course examines health status, healthcare access, and healthcare service delivery in the urban environment. It draws on historic and contemporary research in urban sociology to frame these discussions and uses data from the City of Chicago to illustrate themes. Specific attention is given to race and ethnic differences in disease trajectories and neighborhood-level social and institutional resources. The course also explores both local and national policy implications.

Instructor(s): K. Cagney Terms Offered: Spring

SOCI 20217. Introduction to Science and Technology Studies. 100 Units.

Science, technology and information are the 'racing heart' of contemporary cognitive capitalism and the engine of change of our technological culture. They are deeply relevant to the understanding of contemporary societies. But how are we to understand the highly esoteric cultures and practices of science, technology and information? During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences and technology. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, "science and technology studies." The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches, and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we examine are the sociology of scientific knowledge and its applications, constructivism and actor network theory, the study of technology and information, as well as recent work on knowledge and technology in the economy and finance. Beginning with the second week of classes, we will devote the second half of the class to presentations and discussion.

Instructor(s): K. Knorr Cetina Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 30217, ANTH 32410, CHSS 30217, ANTH 22410

SOCI 20218. The Future of Knowledge. 100 Units.

This course will investigate various aspects of knowledge and its future. Topics to be considered will include amateur knowledge, economics of knowledge, changes in knowledge production and control practices, trends in education, and changes in habits of knowledge. Course format will be a seminar organized around individual research projects in the course area.

Instructor(s): A. Abbott Terms Offered: Not offered 2013-14

Prerequisite(s): One course in sociological theory

Equivalent Course(s): SOCI 30218

SOCI 20219. Urban Ethnography. 100 Units.

The everyday experiences and cultural contours of urban life have long been a focal point for sociological study. Through weekly readings and discussion of influential texts, this course surveys the development of urban ethnography from the First Chicago School of the early twentieth century through current-day research. We will explore the substantive issues that have historically shaped urban life—from community dynamics to poverty to social control—as well as the epistemological and methodological concerns faced by those who study urban populations. The aim is to ground students in the foundational literature while preparing them to conduct their own urban ethnographies in the future.

Instructor(s): F. Stuart Terms Offered: Winter

Note(s): Third- and fourth-year undergraduates only

Equivalent Course(s): SOCI 30219

SOCI 20220. Theorizing Social Support. 100 Units.

This course examines how social scientists have conceptualized and investigated social support. A great deal of social behavior—from moving up the income ladder to learning a trade to graduating from college to surviving tough streets to dealing with depression—depends on some form of social support. Support can be offered and received directly or indirectly, though transactions or through rituals, routinely or sporadically, interpersonally or institutionally, and in many other forms. What many call “social support” has been theorized in literatures as diverse as those on help-seeking behavior, trust, social capital, social networks, exchange, social isolation, group membership, and discussion partners. Likely topics include rationality, pragmatism, creativity, choice, reciprocity, compartmentalization, and others. This course is focused on developing sophisticated theory-building skills—students will produce a theoretical paper with clear implications and some assessment of its place vis-à-vis the vast literature on the topic. Likely readings include works by Pierre Bourdieu, James Coleman, Randal Collins, Jon Elster, Richard Emerson, Claude Fischer, Carol Stack, Barry Wellman, and many others. The course is limited to third- and fourth-year students. Second-year students may enroll with prior permission from the instructor.

Instructor(s): M. Small Terms Offered: Not offered 2013-14

Prerequisite(s): 3rd- and 4th-year undergraduates only

SOCI 20221. Crime and the City. 100 Units.

Cities have long been viewed as the natural home of crime, deviance, vice, and immorality. This course makes sociological sense of this relationship, examining how cities “breed,” “need,” and “fight” these stereotypical urban ills. Students will explore these topics from a number of perspectives, including criminological theory, up-close accounts of the drug economy, and portraits of everyday life in today’s hyper-policed ghettos. Through a series of field assignments, students utilize theories and concepts from the course to analyze issues of deviance, crime, and criminal justice in Chicago.

Instructor(s): F. Stuart Terms Offered: Autumn

SOCI 20222. Philanthropy: Private Acts and Public Goods. 100 Units.

Under what conditions do philanthropy and other forms of private action come to be significant elements of the provision of public goods? What are the consequences of organizing society in this way? In this course, we will address the social role of philanthropy, its historical development as a significant economic and political institution, and the place of philanthropy in contemporary public policy and civic projects.

Instructor(s): E. Clemens Terms Offered: Spring

Prerequisite(s): Completion of at least 2 quarters of SOSC

Equivalent Course(s): PBPL 27070

SOCI 20223. Sociology of the Humanities. 100 Units.

This course considers the history as well as the social and cultural structures of the disciplines currently known as humanities: Modern Languages and Literatures, Music, Art History, Classics, and Philosophy. It gives a historical review of the disciplines as scholarly projects in both American and European universities. It also considers modes of knowing in the various fields and how they have changed, as well as the implications of academic professionalization and expansion for the humanities disciplines. Beyond the readings, the principal student obligation is a research project investigating in detail a topic mutually agreed upon by the professor and the student. The course follows a mixed lecture/discussion format. Instructor(s): A. Abbott Terms Offered: Autumn
Equivalent Course(s): SOCI 30223

SOCI 29997. Readings in Sociology. 100 Units.

Students are required to submit the College Reading and Research Course Form. With consent of instructor, students may take this course for P/F grading if it is not being used to meet program requirements.
Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of instructor and program chair.

SOCI 29998. Senior Seminar. 100 Units.

This required yearlong course is a forum for students who are majoring in sociology to present their BA papers. Students attend the seminar in Spring Quarter of their third year and in Autumn and Winter Quarters of their fourth year. They may enroll during any one of these quarters, but must attend all three. They submit a completed thesis during Spring Quarter of their fourth year. Students who are not graduating in June should participate in three quarters of the senior seminar in the twelve months before graduation. Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of their trip. For a general statement about the BA paper, students should obtain the brochure Undergraduate Program in Sociology in the departmental office.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to students who are majoring in sociology.

Note(s): Must be taken for a quality grade.

SOCI 29999. BA Honors Paper. 100 Units.

Open only to students who wish to be considered for honors. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chair.

SOCI 30001. Sociological Inquiry-1. 100 Units.

Introduces students to an active and critical engagement with research traditions in sociology. The course will address the structure of major debates, the characteristics of fruitful lines of research, and the qualities of questions that are worth asking. This course is required for all first-year students.

Instructor(s): E. Clemens, L. Waite Terms Offered: Winter

Prerequisite(s): Open to only 1st-year Sociology PhD students

SOCI 30002. Sociological Inquiry-2. 100 Units.

Gives an overview of the major methodological approaches in sociology, focusing on how theoretical questions and different types of evidence inform research design. This course is required for all second-year students.

Instructor(s): J. Martin Terms Offered: Winter

Prerequisite(s): Open only to 2nd-year Sociology PhD students

SOCI 30003. History of Social Theory. 100 Units.

This course is a basic introduction to classical social theory. It considers Marx, Weber, Durkheim, and Simmel. Other authors are read as well.

Instructor(s): A. Glaeser Terms Offered: Spring

Note(s): Open only to 1st-year Sociology PhD students

SOCI 30004. Statistical Methods of Research. 100 Units.

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

Instructor(s): S. Raudenbush Terms Offered: Winter

Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 20004

SOCI 30005. Statistical Methods of Research-2. 100 Units.

The course covers logistic regression, time series analysis, and network analysis.

Instructor(s): K. Yamaguchi Terms Offered: Spring

Prerequisite(s): SOCI 30004

Equivalent Course(s): CHDV 30005

SOCI 30101. Organizational Analysis. 100 Units.

This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.

Instructor(s): E. Laumann Terms Offered: Autumn

Equivalent Course(s): SOCI 20101, PBPL 23000

SOCI 30102. Social Change. 100 Units.

This course presents a general overview of causal processes of macro-institutional level social changes. It considers a variety of types of cross-national, over-time changes such as economic growth, bureaucratization, revolutions, democratization, spread of cultural and institutional norms, deindustrialization, globalization and development of welfare states. It also covers various forms of planned changes in oppositional social movements (civil rights, environmental, women's, and labor movements).

Instructor(s): C. Lee, D. Zhao Terms Offered: Spring

Equivalent Course(s): SOCI 20102

SOCI 30103. Social Stratification. 100 Units.

Social stratification is the unequal distribution of the goods that members of a society value (e.g., earnings, income, authority, political power, status, prestige). This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence.

Instructor(s): R. Stolzenberg Terms Offered: Autumn

Equivalent Course(s): SOCI 20103

SOCI 30104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

Instructor(s): F. Stuart Terms Offered: Winter

Equivalent Course(s): SOCI 20104, CRES 20104, GEOG 22700, GEOG 32700, SOSC 25100

SOCI 30106. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in social sciences

Equivalent Course(s): SOCI 20106, ENST 23500, PBPL 23600

SOCI 30107. Sociology of Human Sexuality. 100 Units.

After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices.

Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): SOCI 20107,GNSE 27100

SOCI 30108. The Institution of Education. 100 Units.

This course is a general survey of the properties of education considered as an institution of historical and contemporary societies. Particular attention is given to institutional formation and change in education and to education's role in processes of social control and social stratification.

Instructor(s): C. Bidwell Terms Offered: Winter
Equivalent Course(s): SOCI 20108

SOCI 30111. Survey Analysis I. 100 Units.

This course covers how to analyze and write up previously collected survey data: the basic logic of multivariate causal reasoning and its application to OLS regression. We emphasize practice in writing. This is not a course in sampling methods.

Instructor(s): J. Davis Terms Offered: Autumn
Equivalent Course(s): SOCI 20111

SOCI 30112. Applications of Hierarchical Linear Models. 100 Units.

A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature--a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.

Instructor(s): S. Raudenbush Terms Offered: Spring
Prerequisite(s): Applied statistics at a level of multiple regression
Equivalent Course(s): SOCI 20112

SOCI 30116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): SOCI 20116,HMRT 20116,HMRT 30116,PBPL 27900

SOCI 30118. Survey Research Overview. 100 Units.

The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student's research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.

Instructor(s): M. Van Haitisma Terms Offered: Autumn, Winter

Equivalent Course(s): SOCI 20118, MAPS 30900, SOSC 20200, SOSC 30900, SSAD 53200

SOCI 30120. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn

Equivalent Course(s): SOCI 20120, PBPL 24800

SOCI 30122. Introduction to Population. 100 Units.

This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Winter

Equivalent Course(s): SOCI 20122

SOCI 30125. Rational Foundations of Social Theory. 100 Units.

This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.

Instructor(s): K. Yamaguchi Terms Offered: Winter

Equivalent Course(s): SOCI 20125

SOCI 30126. Japanese Society: Functional/Cultural Explanations. 100 Units.

The objective of this course is to provide an overview of social structural characteristics, and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. As will become clear as complementary to each other. Substantively, the course primarily focuses on 1) the forms of social interaction and structure, 2) work organization and family, and 3) education, social inequality and opportunity. The course also presents discussions of the extent to which Japan is "unique" among industrial societies. In covering a broad range of English-language literature on Japanese Society, the course not only presents reviews and discussions of various alternative theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories.

Instructor(s): K. Yamaguchi Terms Offered: Spring

Equivalent Course(s): SOCI 20126

SOCI 30157. Mathematical Models. 100 Units.

This course examines mathematical models and related analyses of social action, emphasizing a rational-choice perspective. About half the lectures focus on models of collective action, power, and exchange as developed by Coleman, Bonacich, Marsden, and Yamaguchi. Then the course examines models of choice over the life course, including rational and social choice models of marriage, births, friendship networks, occupations, and divorce. Both behavioral and analytical models are surveyed.

Instrs Offered(s): K. Yamaguchi Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 20157

SOCI 30169. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. 100 Units.

This course introduces students to major theories of globalization and to core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, world systems theory, glocalization and hybridization approaches and the "strong program" in globalization studies. Empirically oriented topics include global love, global finance, global terrorism and the globalization of nothing. The empirical ethnographies of the global are chosen to illustrate the interest and feasibility of globalization studies and of critical studies of dimensions of globalization.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Equivalent Course(s): SOCI 20169, ANTH 25710, ANTH 35710

SOCI 30179. Labor Force and Employment. 100 Units.

This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion?

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 20179

SOCI 30184. Political Culture, Social Capital, and the Arts. 100 Units.

New work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts (e.g., political culture, social capital, legitimacy) and how they change with these new developments. Scenes, nightlife, design, the Internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. After a focus on the discussion of readings, the second part of the course is conducted as a seminar.

Instructor(s): T. Clark Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 20184

SOCI 30191. Social Change in the United States. 100 Units.

This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).

Instructor(s): R. Stolzenberg Terms Offered: Autumn

Prerequisite(s): Two prior sociology courses or consent of instructor

Equivalent Course(s): SOCI 20191

SOCI 30192. The Effects of Schooling. 100 Units.

From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 20192

SOCI 30203. Emotions and Culture, Paradigms of Empirical and Theoretical Analysis. 100 Units.

The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.

Instructor(s): K. Knorr Cetina Terms Offered: Winter

Equivalent Course(s): SOCI 20203, ANTH 25125, ANTH 35125

SOCI 30204. Sociology of Civil Society. 100 Units.

This course examines how civil society interacts with the state and market. After a theoretical overview of classical theories of civil society and more modern theoretical variations, it explores the various topics of civil society from institutional, organizational, and cultural perspectives. Topics include: civil society and social movements, civil society and welfare states, civil society and identity politics, civil society and market, and transformation of civil society and public sphere.

Instructor(s): C. Lee Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 20204

SOCI 30207. Social and Cultural Organization of Non-Human Animals. 100 Units.

In the past few decades, there has been an explosion of rigorous work in ethology regarding social organization, cultural patterns, and cognition in non-human animals. The results have fundamentally overturned previous assumptions about animals; they also challenge and inspire sociological theory to encompass formations observed in non-humans. This course builds on classic theoretical approaches (of Chicago sociology and philosophy, of evolutionary theorists) and examines the current state of knowledge about animal social organization, communication, and culture. Although there is a fair amount on primates, we will be examining work on a number of social species from ants to whales. Students will write a paper pursuing one theme of the course (e.g., social organization, learning) in one species (e.g., Ethiopian wolf, *Octopus vulgaris*).

Instructor(s): J. Martin Terms Offered: Not offered 2013-14

Equivalent Course(s): SOCI 20207

SOCI 30217. Introduction to Science and Technology Studies. 100 Units.

Science, technology and information are the 'racing heart' of contemporary cognitive capitalism and the engine of change of our technological culture. They are deeply relevant to the understanding of contemporary societies. But how are we to understand the highly esoteric cultures and practices of science, technology and information? During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences and technology. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, "science and technology studies." The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches, and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we examine are the sociology of scientific knowledge and its applications, constructivism and actor network theory, the study of technology and information, as well as recent work on knowledge and technology in the economy and finance. Beginning with the second week of classes, we will devote the second half of the class to presentations and discussion.

Instructor(s): K. Knorr Cetina Terms Offered: Not offered 2013-14

Equivalent Course(s): ANTH 32410, CHSS 30217, ANTH 22410, SOCI 20217

SOCI 30218. The Future of Knowledge. 100 Units.

This course will investigate various aspects of knowledge and its future. Topics to be considered will include amateur knowledge, economics of knowledge, changes in knowledge production and control practices, trends in education, and changes in habits of knowledge. Course format will be a seminar organized around individual research projects in the course area.

Instructor(s): A. Abbott Terms Offered: Not offered 2013-14

Prerequisite(s): One course in sociological theory

Equivalent Course(s): SOCI 20218

SOCI 30219. Urban Ethnography. 100 Units.

The everyday experiences and cultural contours of urban life have long been a focal point for sociological study. Through weekly readings and discussion of influential texts, this course surveys the development of urban ethnography from the First Chicago School of the early twentieth century through current-day research. We will explore the substantive issues that have historically shaped urban life—from community dynamics to poverty to social control—as well as the epistemological and methodological concerns faced by those who study urban populations. The aim is to ground students in the foundational literature while preparing them to conduct their own urban ethnographies in the future.

Instructor(s): F. Stuart Terms Offered: Winter

Note(s): Third- and fourth-year undergraduates only

Equivalent Course(s): SOCI 20219

SOCI 30223. Sociology of the Humanities. 100 Units.

This course considers the history as well as the social and cultural structures of the disciplines currently known as humanities: Modern Languages and Literatures, Music, Art History, Classics, and Philosophy. It gives a historical review of the disciplines as scholarly projects in both American and European universities. It also considers modes of knowing in the various fields and how they have changed, as well as the implications of academic professionalization and expansion for the humanities disciplines. Beyond the readings, the principal student obligation is a research project investigating in detail a topic mutually agreed upon by the professor and the student. The course follows a mixed lecture/discussion format.

Instructor(s): A. Abbott Terms Offered: Autumn

Equivalent Course(s): SOCI 20223

SOCI 30224. Topics in Sociology of Culture. 100 Units.

This class surveys the historical bases and current extension of core readings in the sociology of culture. These works will be investigated not only in their own terms, but their position in central issues revolving around the independence (or lack of same) of cultural production communities; the omnivore/unibrow question; the role of culture in larger (and smaller) political and social environments; the use of hierarchical as opposed to non-hierarchical models of social structure; and the location of meaning.

Instructor(s): T. Clark, J. Martin Terms Offered: Autumn

SOCI 30302. Problems of Public Policy Implementation. 100 Units.

Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations.

Instructor(s): R. Taub Terms Offered: Autumn

Prerequisite(s): One prior 20000-level social sciences course

Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence.

Equivalent Course(s): PBPL 22300, CHDV 30302

SOCI 30303. Urban Landscapes as Social Text. 100 Units.

This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework.

Instructor(s): M. Conzen Terms Offered: Autumn

Prerequisite(s): Advanced standing and consent of instructor.

Equivalent Course(s): GEOG 42400

SOCI 30306. HUMAN CAPITAL. 100 Units.

This course covers both micro and macro aspects of human capital: investments by parents in the education and other human capital of their children, intergenerational transmission of inequality, links between specializations in particular types of human capital and coordination costs, general knowledge, and the extent of the market. The relation between human capital, population change, and economic growth is also emphasized.

Instructor(s): Gary Becker Terms Offered: Spring

Equivalent Course(s): ECON 34300

SOCI 40103. Event History Analysis. 100 Units.

An introduction to the methods of event history analysis will be given. The methods allow for the analysis of duration data. Non-parametric methods and parametric regression models are available to investigate the influence of covariates on the duration until a certain event occurs. Applications of these methods will be discussed i.e., duration until marriage, social mobility processes organizational mortality, firm tenure, etc.

Instructor(s): K. Yamaguchi Terms Offered: Not offered 2013-14

SOCI 40109. Loglinear Analysis. 100 Units.

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Instructor(s): K. Yamaguchi Terms Offered: TBD

SOCI 40112. Ethnographic Methods. 100 Units.

This course explores the epistemological and practical questions raised by ethnography as a method -- focusing on the relationships between theory and data, and between researcher and researched. Discussions are based on close readings of ethnographic texts, supplemented by occasional theoretical essays on ethnographic practices. Students also conduct original field research, share and critique each other's field notes on a weekly basis, and produce analytical papers based on their ethnographies.

Instructor(s): O. McRoberts Terms Offered: Winter

Note(s): Graduate students only

SOCI 40133. Content Analysis. 100 Units.

Introduction to the analysis of textual content for social insight. Students in course will: 1) survey recent advances in natural language processing, information extraction and computational linguistics that can be leveraged to analyze textual content; 2) develop a computational toolkit that implements some of these advances; and 3) design and execute projects that analyze textual data for social inference. Specific topics include text clustering, classification, relevance ranking, and latent semantic indexing.

Instructor(s): J. Evans Terms Offered: Spring

Note(s): Advanced UGs by consent

SOCI 40142. Library Methods for Social Sciences. 100 Units.

This course is a graduate introduction to the methods involved with "research with records" -- that is, material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such material has been typically printed but may now be stored electronically as well as physically.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation and provenance, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum and will involve both small-scale exercises and a larger project. Major texts include Thomas Mann's *Oxford Guide to Library Research* and Booth, Colomb, and Williams, *The Craft of Research*.

Instructor(s): A. Abbott Terms Offered: Winter

Note(s): Advanced undergrads by consent

SOCI 40152. Survey Practicum: Qualitative Research for Questionnaire Design. 100 Units.

The survey practicum provides an opportunity for students to learn interviewing and questionnaire design methods with a real, hands-on project. The class is limited to 10 students to keep the team to a manageable size.

Instructor(s): M. van Haitisma Terms Offered: Not offered 2013-14

Prerequisite(s): Graduate students only

SOCI 40156. Hermeneutic Sociology. 100 Units.

This class introduces students to the central ideas of hermeneutic social scholarship with its emphasis on analyzing the cultural and historical diversity and the dynamics of societies in terms of the ways in which people interpret the world. The issue which thus centers this class' is the historicity of interpretation as practice and its connection to actions and institutions. This course also offers a hands-on introduction to key hermeneutic analytics such as narrative, rhetoric, performance, iconology, voice, implied reader etc. Readings include selections from Vico, Herder, Dilthey, Panofsky, Wittgenstein, Burke, Goffman, Ricoeur, Derrida, Eco, Searle.

Instructor(s): A. Glaeser Terms Offered: Spring

SOCI 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.

Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer's role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students' exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor's feedback on students' personal journals on the role of the interviewer.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn

Prerequisite(s): Graduate students only

SOCI 40168. Welfare States, Poverty, and Inequality. 100 Units.

This course gives an overview of the political economy of social policy in advanced industrial democracies. The course explores how organized social forces, partisan politics, business interests, international pressures, and demographic changes have shaped and transformed the welfare state regimes and how such processes have affected distributional outcomes in rich democracies and developing countries.

Topics include: Theories of the Welfare State, Welfare State Regime Typology, Bargaining Regimes and Welfare Regimes, Development of American Welfare State, Post-industrial Economy and Welfare States, Globalization/Financial Crisis and Welfare States, Social Movements and Welfare States, Welfare States and Poverty, Welfare States and Income Inequality, Welfare States and Gender Inequality.

Instructor(s): C.S. Lee Terms Offered: Winter

Prerequisite(s): Graduate students only

SOCI 40172. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course addresses these differences and core dimensions of economic sociology. This course provides an overview over social and cultural variables and patterns that play a role in economic behaviour and specifically in financial markets. We draw on the 'New Economic Sociology' which emerged in the late 70's and early 80's from the work of Harrison White, Marc Granovetter, Viviana Zelizer, Wayne Baker and others. We also draw on recent analysis of the relationship between knowledge, technology and economic and financial institutions and behaviour, and include an emerging body of literature on the financial crisis of 2008-09. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.

Instructor(s): K. Knorr Cetina Terms Offered: Winter

Note(s): Open to advanced undergraduates

Equivalent Course(s): ANTH 45405

SOCI 40174. Researching Gender and Sexuality. 100 Units.

This course is an introduction to qualitative methods for researching gender & sexuality as well as a research practicum for students. The course is designed to aid graduate students and advanced undergraduates in developing a solid, executable research study focused on gender and sexuality. Over the ten-week course, students read exemplary articles and books showcasing a variety of qualitative research methodologies. Additionally, they read methodology articles that highlight the benefits and limitations of various methodologies and study designs. Students are required to identify a research question at the beginning of the course. They analyze existing research on this topic, and conduct a limited amount of their own primary research on the topic. The course assignments build toward the formation of a final project: a research proposal complete with a literature review, methods section, preliminary data section, and a research hypotheses section. At the end of the course, students will not only have a deeper understanding of methodological approaches to gender and sexuality research, but also will have gained experience in collecting data and designing a viable research proposal.

Instructor(s): K. Schilt Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Equivalent Course(s): GNDR 40170

SOCI 40177. Coding and Analyzing Qualitative Data: Using Open-Source Computer Assisted Qualitative Data Analysis Software (CAQDAS) 100 Units.

This is a graduate level course in coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.

Instructor(s): S. Hicks-Bartlett Terms Offered: Spring

Prerequisite(s): Graduate students only

SOCI 40181. Social Organization. 100 Units.

This is an investigation into the forms that recurrently arise in human social organization—it is not a class in “organizations” like General Motors, the University of Chicago, and so on. We will investigate informal personal relations, kinship relations, political relations, and economic relations, and how they tend to be organized. Although we will not be placing great weight on particular theories of such organization, given the unruly mass of material, we will at times be using synthetic and/or synoptic sources that make theoretical arguments.

Instructor(s): J. Martin Terms Offered: Spring

Prerequisite(s): Grad students only, except with PQ of SOCI 20207

SOCI 40182. Causal Analysis Based on the Use of Propensity Score and Standardization. 100 Units.

Statistical causal analysis has become central in social science research. The causal analysis is concerned with the method of obtaining an estimate of the average “treatment effect” of a categorical variable X on the dependent variable Y when the treatment effect meets the counterfactual definition of causality. The course also describes the modeling of heterogeneous treatment effects. This course covers (1) counterfactual definition of causality, missing-data mechanisms, and the distinction of the average treatment effect (ATE) and the average treatment effect for the treated (ATT) and their relations with the idea of standardization; (2) propensity-score methods for cross-sectional data, including both inverse probability weighting methods and matching methods, based on the assumption of strong ignorability of treatment assignment; (3) semi-parametric logit and multinomial logit models based on a standardization method; (4) the inverse-probability weighting methods for panel data analysis including Robins’ marginal structural models and Abadie’s generalized DID method; and (5) methods of combining of the propensity-score methods with Heckman’s method for handling selection bias due to unobserved confounders. Many applications for empirical data are introduced with practical guidance for applications.

Instructor(s): K. Yamaguchi Terms Offered: Not offered 2013-14

SOCI 40183. Do Ideas Evolve? 100 Units.

In the decades after Darwin, scholars from James to Simmel suggested that knowledge might evolve. The past 30 years have witnessed an explosion of related research, providing rigorous and empirically grounded theories of cultural and linguistic evolution. In this course, we will ask whether these insights extend to the world of ideas and knowledge. We begin by surveying key aspects of biological evolution. We then turn to cultural evolution, exploring issues like the units of selection and the mechanisms of cultural reproduction. We will spend the bulk of the course applying these insights to knowledge evolution. We will explore theories of innovation to assess where new ideas come from. We will investigate cognitive biases and heuristics to uncover regularities in the generation and selection of ideas. We will see how social context and economic incentives affect the "fitness" and fecundity of facts and theories. And we will develop an understanding of the interdependent "ecology" of ideas as constitutive of disciplinary formations. Where appropriate, we will introduce relevant empirical techniques. The course will be organized as a highly participatory seminar, focused on readings from diverse literatures. Students will also pursue projects of their own choosing in small groups.

Instructor(s): J. Evans and J. Foster Terms Offered: Spring 2013

Equivalent Course(s): CHSS 43500, CDIN 43500

SOCI 40185. Teaching Practicum. 100 Units.

This course is a teaching practicum designed for Sociology PhD students in their third year and beyond. Students will design their own syllabi over the quarter. Each student will gain experience in teaching sociological concepts and providing feedback to their peers. This class is most useful to students with minimal teaching experience.

Instructor(s): K. Schilt Terms Offered: Not offered 2013-14

Prerequisite(s): Sociology PhD students only

SOCI 40186. Postsocial Society. 100 Units.

What do we mean by the notion "postsocial?" Which processes and developments feed into and sustain a postsocial world? Can these developments be related to a knowledge society, a global society and perhaps a postmodern and transhuman society? Do some of these tendencies affect our notions of agency, meaning, and identity? Issues such as the following are considered: relationships with non-human objects; the impact of technologies on social relations; transhuman arguments; neurosociological and neurophysiological research that has implications for the understanding of human agency and our notion of social action; and arguments that call for a redefinition of core concepts of sociology like that of the face-to-face situation. The course includes theoretical arguments as well as empirical research.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Prerequisite(s): Open to advanced undergraduates

Equivalent Course(s): ANTH 43505

SOCI 50003. Sociology of the State. 100 Units.

Many modern nation states tax nearly half of the people's income. A nation state develops relationships with other states and takes charge of territorial defense. It monopolizes the use of violence within a territory. It also regulates many aspects of our lives from education, working, marriage, retirement, redistribution of wealth to daily activities such as parking, driving and garbage disposal. State power is, therefore, the principal dimension of political power. This course introduces theories of states with a comparative-historical perspective. It is organized around several empirical issues, including the origin and development of pre-modern state forms, the rise of nation states, state and economic development, state and social change, state-society relations and states in the post-industrial world. The course provides an overview on the cutting-edge research in the field. It is also intended to guide those who are interested in political sociology or macro-comparative sociology to develop empirical projects with the state as an important dimension.

Instructor(s): D. Zhao Terms Offered: Not offered 2013-14

SOCI 50017. Urban Field Research. 100 Units.

This course focuses on methods for collecting qualitative field data in urban settings from the ground up, so to speak, and to discuss some related methodological issues. In addition to readings, there are field assignments and students discuss each other's notes. (M)

Instructor(s): R. Taub Terms Offered: Spring 2014

Prerequisite(s): Graduate students only.

Note(s): Offered every other year.

Equivalent Course(s): CHDV 45700

SOCI 50022. Seminar: George Herbert Mead. 100 Units.

While George Herbert Mead's work has been a continual inspiration for sociology and social psychology in the last decades, it has not been appreciated in its full extension. The sociological reception has ignored large parts of Mead's philosophical writings; in philosophy Mead is counted among the most important pragmatists, but the revival of interest in pragmatist philosophy has hardly led to new interpretations of his work. This is particularly regrettable since there is considerable potential in his writings for contemporary questions in moral philosophy, the study of temporality, etc. The seminar starts with a close reading of Mead's best-known book *Mind, Self, and Society*. Since this book is based on notes taken in his classes, we will then continue with some of Mead's essays and selections from his other books. We should reserve some time for discussion about the relationship between Mead and contemporary social thought. Required reading: G. H. Mead, *Mind, Self, and Society*. University of Chicago Press 1934 (and many later editions); Hans Joas, *G. H. Mead. A Contemporary Re-examination of his Thought*. MIT Press 1985 and 1997 (second edition).

Instructor(s): H. Joas Terms Offered: Not offered 2013-14

Equivalent Course(s): SETH 50200

SOCI 50047. Seminar: Institutional Analysis. 100 Units.

Institutional theories address the relatively durable configurations and conventions that shape political and social processes. Within societies, over time, and across nations, institutional analysis has sought to explain convergence across cases and persistence over time as well as those episodes of institutional change when organizational fields and political orders are significantly transformed. The course will include readings by sociologists, political scientists and institutional economists. Instructor(s): E. Clemens Terms Offered: Spring

SOCI 50066. Seminar: Contested Sexualities. 100 Units.

This course examines the study of sexualities within the field of sociology, both historically and today. We will analyze the strengths and weaknesses of various methodological approaches, including survey research, ethnographic community studies, and participant observation research. Additionally, we will discuss the theoretical implications of sexualities research and how they relate to broader sociological concepts. Finally, we will explore how sociological research can contribute to broader public discussions about the origins of sexual identity, and sexual diversity rights.

Instructor(s): K. Schilt Terms Offered: Winter
Equivalent Course(s): GNDR 50600

SOCI 50068. Logic of Inquiry in Case Study Methods. 100 Units.

This seminar covers basic techniques for interpreting and analyzing case study data, whether ethnographic or historical. Our objective is to think more clearly and logically about case study methods. The seminar will tackle head-on important questions facing case study methods in sociology today: Is case study research, whether ethnographic or historical, scientific? By what criteria does it meet or fail to meet the standards of scientific evidence? Does this matter? What are the roles of induction and deduction in qualitative research? Do case studies effectively verify hypotheses, or only generate them? Do case studies have a small-n problem? Is such work generalizable? Are Mill's comparative methods appropriate for social scientists? Students must have taken at least two courses in graduate-level statistics or quantitative social science analysis.

Instructor(s): M. Small Terms Offered: Winter
Prerequisite(s): PQ: two courses in grad-level stats or quant social science analysis
Note(s): Graduate students only

SOCI 50076. Logic of Social Science Inquiry. 100 Units.

Largely drawing on the literature of social movement, revolution, and historical sociology, this seminar surveys the methodologies that social scientists use to construct stories for the cases that interest them, including deductive reasoning, simulation, correlative thinking, mechanism-based analysis, case-based comparison, historical method, dialectics, conceptualization, hermeneutics, and more. The course discusses the pros and cons of each of these methods and ways to combine these methods to achieve better strategies for telling stories about ourselves and about the past and present.

Instructor(s): D. Zhao Terms Offered: Spring

SOCI 50087. Max Weber's Sociology of Religion. 100 Units.

Max Weber is perhaps the one undisputed classical figure in the discipline of sociology today. His reputation is to a large extent based on his historical and comparative studies of the "economic ethics" of the world religions and on the formulation of a systematic approach for the historical-sociological study of religion (in the relevant chapter of his "Economy and Society"). The seminar will start with a close reading of the religion chapter in "Economy and Society" and then continue with selections from his comparative studies. The focus of interest will not only be on Weber's theory, but also on the present state of research on the questions Weber was dealing with.

Instructor(s): H. Joas Terms Offered: Not offered 2013-14

Equivalent Course(s): AASR 50087,SCTH 50087



SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

PROGRAM OF STUDY

The Department of South Asian Languages and Civilizations (SALC) offers a major leading to a BA in the Humanities Collegiate Division. The social sciences are integrated into our program through the civilization sequence, and courses in the social sciences and religious studies are usually included in the student's program of study. The student majoring in SALC will gain a broad knowledge of the literature and history of South Asia (e.g., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to two years of study or greater. Students currently may study Bangla (Bengali), Hindi, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, Tibetan, or Urdu. As part of their course of study, students are encouraged to participate in a study abroad program in South Asia such as the South Asian Civilizations in India sequence (Pune program). The SALC curriculum will develop the student's skills in formulating analyses of various types of texts (i.e., historical, literary, filmic); the student will also engage with social scientific approaches to South Asian cultures. The thorough area knowledge of South Asian arts, culture, history, and politics, and the critical and linguistic skills developed through the SALC degree, may prepare a student for any number of careers.

Students in other fields of study may also complete a minor in SALC. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students must indicate their intent to major in SALC by meeting with the Director of Undergraduate Studies, *preferably no later than the beginning of their third year of study and certainly no later than the Winter Quarter of their third year*. Students must complete an "Intent to Complete SALC Major" form, which can be obtained from the SALC website or the SALC office, and have it signed by the Director of Undergraduate Studies. Once the major has been declared, students should plan to meet with the Director of Undergraduate Studies once each year to review their plans for completing the program requirements.

Ideally, students will begin the degree requirements with the two quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II and demonstrate competence in a South Asian language, through course work or examination, equivalent to one year of study. SALC 20100-20200 Introduction to the Civilizations of South Asia I-II meets the general education requirement in civilization studies, as does SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III which is taught in Pune. The College's language competence requirement may be satisfied by demonstrated competency equivalent to one year of study of a South Asian language offered through SALC.

The major further requires three courses in a language offered through SALC at the second-year level or higher. These courses must bear University of Chicago

course numbers. Finally, the major requires six additional courses. These courses may be (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi); or (2) courses focused on South Asia (i.e., with at least 50 percent South Asia content) that originate in other departments (subject to the approval of the SALC adviser). Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirement or courses in another South Asian language). Students should choose courses in consultation with the SALC adviser.

SUMMARY OF REQUIREMENTS

Zero to two courses of the following: *	0-200
SALC 20100-20200	Introduction to the Civilizations of South Asia I and Introduction to the Civilizations of South Asia II
SOSC 23000-23100	Introduction to the Civilizations of South Asia I and Introduction to the Civilizations of South Asia II
Three courses in a second-year (or higher) South Asian language **	300
Six courses on South Asia ***	600
Total Units	900-1100

* Two courses if the sequence has not been taken to meet the general education requirement in civilization studies; zero courses if the sequence has been taken to meet the general education requirement in civilization studies.

** These courses must bear University of Chicago course numbers.

*** Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirements, or courses in another South Asian language) and must be taken at the University of Chicago (which may include the South Asian Civilizations program in Pune, India). Advanced language course work taken at other institutions can be evaluated for transfer credit in the major by submitting a petition to the Director of Undergraduate Studies. Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative approval for transfer credit.

Sample Programs

The following groups of courses would comprise a major.

Group 1:

ANTH 25500	Cultural Politics of Contemporary India
SALC 20100-20200	Introduction to the Civilizations of South Asia I and Introduction to the Civilizations of South Asia II
SALC 20800	Music of South Asia
SALC 28700	The State In India
TBTN 20100-20200-20300	Second-Year Tibetan I and Second-Year Tibetan II and Second-Year Tibetan III

URDU First-Year Urdu I
10100-10200-10300 and First-Year Urdu II
and First-Year Urdu III

Group 2:

ANTH 21401 The Practice of Anthropology: Logic and Practice of
Archaeology *

BANG Third-Year Bangla (Bengali) I
30100-30200-30300 and Third-Year Bangla (Bengali) II
and Third-Year Bangla (Bengali) III

SALC Introduction to the Civilizations of South Asia I
20100-20200 and Introduction to the Civilizations of South Asia II

SALC 23002 Gender and Literature in South Asia

SALC 29801 BA Paper

Group 3:

ECON 25500 Topics in Economic Development *

HIND Second-Year Hindi I
20100-20200-20300 and Second-Year Hindi II
and Second-Year Hindi III

SALC 25701 Rel/Sex/Pol/Release Anc India

SALC 27000 Survey/Lang/Lit of Pakistan

SALC 29900 Informal Reading Course

SOCI 20102 Social Change *

SOSC South Asian Civilizations in India I
23004-23005-23006 and South Asian Civilizations in India II
and South Asian Civilizations in India III

* Courses must have at least 50 percent South Asia content and be approved by the SALC adviser.

HONORS

To be eligible for honors, students must:

1. maintain an overall GPA of 3.0 or higher
2. maintain a departmental GPA of 3.3 or higher
3. complete a BA paper of superior quality.

In order to be eligible to write a BA paper in SALC, students must meet the first two requirements by Winter Quarter of their third year. Students must indicate their intent to earn honors in SALC by meeting with the Director of Undergraduate Studies no later than the Winter Quarter of their third year of study. They must complete an "Intent to Earn Honors" form, which can be obtained from the SALC website or the SALC office. The form must be signed by the Director of Undergraduate Studies and by the student's adviser. In Winter Quarter of their third year, students will arrange to work for two quarters of the following year with either an SALC faculty member or a faculty member on the Committee on Southern Asian Studies (see list at southasia.uchicago.edu/people/faculty.shtml). It is the

student's responsibility to locate and make an arrangement with an appropriate faculty member who will be in residence during the student's fourth year.

Students will research, discuss, and write the BA paper in the context of SALC 29800-29801-29802 BA Paper. Students register for two of these courses in their fourth year. Credit toward the major is given for the second quarter of enrollment: if the student also registered for SALC 29800 BA Paper; if the student is also registered for SALC 29800 BA Paper or SALC 29801 BA Paper. The second quarter of enrollment is also the quarter in which the paper must be submitted.

The BA paper must be substantively different from any paper submitted to any other department, for honors or otherwise, and must be judged to be superior by the faculty adviser and by a second faculty reader who is a member of the Committee on Southern Asian Studies.

GRADING

Students pursuing a major or minor in South Asian Languages and Civilizations must take a quality grade in all courses used to meet department requirements. More than half of the requirements must be met by courses bearing University of Chicago course numbers.

MINOR PROGRAM IN SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

The minor program in South Asian Languages and Civilizations requires a total of six or seven courses, depending on whether the sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or two quarters of the SOSC 23004-23005 South Asian Civilizations in India I-II sequence taught in Pune are used to meet the general education requirement or to meet the minor program. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005 South Asian Civilizations in India I-II are not used to meet the general education requirement, two quarters must be included in the minor for a total of seven courses.

Students choose courses in consultation with the SALC adviser. Requirements include:

1. Two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II, or two quarters of SOSC 23004-23005 South Asian Civilizations in India I-II, if not used to meet the general education requirement in civilization studies. If either sequence has been used to meet the general education requirement, then one course related to South Asian civilizations that is approved by the SALC adviser will substitute for this requirement.
2. Three courses bearing University of Chicago course numbers in a language offered through the SALC Department.
3. Two additional courses either (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi), or (2) focused on South Asia that originate in other departments (subject to approval of SALC adviser).

Students must receive the approval of the SALC adviser on a form obtained from their College adviser and returned to their adviser by the end of Spring Quarter of

their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. The following groups of courses would comprise a minor.

Six-Course SALC Sample Minor

BANG 10100-10200-10300	First-Year Bangla (Bengali) I and First-Year Bangla (Bengali) II and First-Year Bangla (Bengali) III	300
SALC 20700	Critics of Colonialism	100
SALC 20701	Postcolonial Theory	100
SALC 23900	Phil. Edu. Indo-Tib. Buddhism	100

Seven-Course SALC Sample Minor

SALC 20100-20200	Introduction to the Civilizations of South Asia I and Introduction to the Civilizations of South Asia II	200
SALC 22900	Performance and Politics in India	100
SALC 27701	Mughal India: Tradition and Transition	100
TAML 20100-20200-20300	Second-Year Tamil I and Second-Year Tamil II and Second-Year Tamil III	300

Pune Program: South Asian Civilizations in India

SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III

One of the College's study abroad programs that meet the general education requirement in civilization studies, the Autumn Quarter program in Pune (Poona) is devoted to the study of South Asian history and culture. It is built upon a three-course civilization sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. During the first seven weeks of the quarter, the program will be based in the city of Pune where students will complete two courses and participate in expeditions to nearby cultural and historical sites. With a population of some four million, Pune is situated on the eastern foothills of the Indian western coastal mountains, or ghats, about one hundred miles southeast of Mumbai. Labeled famously by Jawaharlal Nehru, India's first prime minister, as "the Oxford and Cambridge of India," Pune is a major center for Indian art, religion, and higher education—an ideal site for cultural immersion.

In addition to the civilizations sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local

culture and to provide a basis for further study. Advanced sections will be held for those students with prior course work or experience in Hindi.

Students participating in the Pune Program receive three credits for the civilizations sequence, which meets the general education requirement in civilization studies. Students who have already met the civilization studies requirement may use these credits as SALC electives. One additional course credit for the SALC degree can be received for the Hindi language course. Course titles, units of credit, and grades will be placed on the Chicago transcript.

For further details, consult the Study Abroad website (study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india). For more information about this and other study abroad programs, contact Lewis Fortner, Director of Study Abroad, at fortner@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC Director of Undergraduate Studies.

SALC language courses at all levels are open to undergraduates. Additional advanced courses in all SALC languages are also offered, either on a regular basis or by arrangement with the instructors.

SOUTH ASIAN LANGUAGES CIVILIZATIONS - MALAYALAM COURSES

MALA 10100-10200-10300. First-Year Malayalam I-II-III.

This sequence focuses on building basic reading, writing, speaking, and listening comprehension skills in Malayalam. The Malayalam script is introduced at the beginning of Autumn Quarter. Students are presented a range of materials, including audio and video material.

MALA 10100. First-Year Malayalam I. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Autumn

MALA 10200. First-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Winter

MALA 10300. First-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Spring

MALA 10200. First-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Winter

MALA 10300. First-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Spring

MALA 20100-20200-20300. Second-Year Malayalam I-II-III.

This sequence continues to build up student's skills in reading, writing, speaking, and listening comprehension in Malayalam. This sequence transports students beyond basic Malayalam and widens vocabulary/register by providing deeper grammatical knowledge of the more complex levels of language.

MALA 20100. Second-Year Malayalam I. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Autumn

Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 20200. Second-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Winter

Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 20300. Second-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Spring

Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 20200. Second-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Winter

Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 20300. Second-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam Terms Offered: Spring

Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 30100-30200-30300. Third-Year Malayalam I-II-III.

MALA 30100-30200-30300 is offered based on demand. Interested students should consult with the director of undergraduate studies. This sequence typically provides an overview of modern Malayalam literature (starting with the late nineteenth century). We then read actual literature, which enhances the Malayalam skills acquired in the two previous years of basic language study.

MALA 30100. Third-Year Malayalam I. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 20100-20200-20300 or comparable level of language skills

MALA 30200. Third-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 20100-20200-20300 or comparable level of language skills

MALA 30300. Third-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 20100-20200-20300 or comparable level of language skills

MALA 30200-30300. Third-Year Malayalam II-III.

MALA 30100-30200-30300 is offered based on demand. Interested students should consult with the director of undergraduate studies. This sequence typically provides an overview of modern Malayalam literature (starting with the late nineteenth century). We then read actual literature, which enhances the Malayalam skills acquired in the two previous years of basic language study.

MALA 30200. Third-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 20100-20200-20300 or comparable level of language skills

MALA 30300. Third-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 20100-20200-20300 or comparable level of language skills

MALA 30300. Third-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 20100-20200-20300 or comparable level of language skills

MALA 40100-40200-40300. Fourth-Year Malayalam I-II-III.

MALA 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. This sequence typically expands the students' familiarity with modern Malayalam literature by concentrating on selected readings from this period.

MALA 40100. Fourth-Year Malayalam I. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 30100-30200-30300 or comparable level of language skills

MALA 40200. Fourth-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 30100-30200-30300 or comparable level of language skills

MALA 40300. Fourth-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 30100-30200-30300 or comparable level of language skills

MALA 40200. Fourth-Year Malayalam II. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 30100-30200-30300 or comparable level of language skills

MALA 40300. Fourth-Year Malayalam III. 100 Units.

Instructor(s): N. Kommattam

Prerequisite(s): MALA 30100-30200-30300 or comparable level of language skills

SOUTH ASIAN LANGUAGES CIVILIZATIONS - TELUGU COURSES**TLGU 10100-10200-10300. First-Year Telugu I-II-III.**

First-year Telugu is designed to deal with all of the necessary language skills (i.e., speaking, writing, reading, oral comprehension). The primary goal is to equip students with basic communicative competence in Telugu. By the end of the first quarter, students are expected to be able to carry out day-to-day conversational situations with ease. Through this gradual learning process, students should be capable of reading simple authentic texts. The goal is to tune students to a native speaker's proficiency.

TLGU 10100. First-Year Telugu I. 100 Units.

Terms Offered: Autumn

TLGU 10200. First-Year Telugu II. 100 Units.

Terms Offered: Winter

TLGU 10300. First-Year Telugu III. 100 Units.

Terms Offered: Spring

TLGU 10200. First-Year Telugu II. 100 Units.

Terms Offered: Winter

TLGU 10300. First-Year Telugu III. 100 Units.

Terms Offered: Spring

TLGU 20100-20200-20300. Second-Year Telugu I-II-III.

Second-year Telugu is designed to expand the language skills in the four areas of speaking, writing, reading, and oral comprehension. To enhance these skills, students are required to read Telugu texts, according to their academic interests. Students are introduced to a different native speaker every other week as part of a luncheon discussion. Students watch popular Telugu films to gain overall understanding of vernacular cultural attitudes, and they are expected to give weekly oral presentations during the discussion session.

TLGU 20100. Second-Year Telugu I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): TLGU 10300 or comparable level of language skills

TLGU 20200. Second-Year Telugu II. 100 Units.

Terms Offered: Winter

Prerequisite(s): TLGU 10300 or comparable level of language skills

TLGU 20300. Second-Year Telugu III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TLGU 10300 or comparable level of language skills

TLGU 20200. Second-Year Telugu II. 100 Units.

Terms Offered: Winter

Prerequisite(s): TLGU 10300 or comparable level of language skills

TLGU 20300. Second-Year Telugu III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TLGU 10300 or comparable level of language skills

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - BANGLA COURSES**BANG 10100-10200-10300. First-Year Bangla (Bengali) I-II-III.**

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

BANG 10100. First-Year Bangla (Bengali) I. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Autumn

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Winter

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Spring

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Winter

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Spring

BANG 20100-20200-20300. Second-Year Bangla (Bengali) I-II-III.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

BANG 20100. Second-Year Bangla (Bengali) I. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Autumn

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Winter

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Spring

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Winter

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.

Instructor(s): M. Bhaduri Terms Offered: Spring

Prerequisite(s): BANG 10300 or consent of instructor

BANG 30100-30200-30300. Third-Year Bangla (Bengali) I-II-III.

When joining this sequence the student is expected to demonstrate the ability to narrate in all time frames of the language. He/She should be able to provide a simple though articulate discourse on familiar topics and subjects directly related to the student's interests. He/She will learn to provide a full account of events and to use appropriately complex sentences in Bangla. We will also focus on some aspects of the technical language pertaining to various domains. The student will be invited to discuss orally on written material studied in class and at home, and he/she will have to produce two to three pages long essays on a given topic. By the end of the Spring Quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.

BANG 30100. Third-Year Bangla (Bengali) I. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Autumn

Prerequisite(s): BANG 20300 or comparable level of language skills

BANG 30200. Third-Year Bangla (Bengali) II. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Winter

Prerequisite(s): BANG 20300 or comparable level of language skills

BANG 30300. Third-Year Bangla (Bengali) III. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Spring

Prerequisite(s): BANG 20300 or comparable level of language skills

BANG 30200. Third-Year Bangla (Bengali) II. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Winter

Prerequisite(s): BANG 20300 or comparable level of language skills

BANG 30300. Third-Year Bangla (Bengali) III. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Spring

Prerequisite(s): BANG 20300 or comparable level of language skills

BANG 40100-40200-40300. Fourth-Year Bangla (Bengali) I-II-III.

Students attending this sequence must be able to produce an articulate discourse on subjects related to history and literary criticism. They should also have a good command of Bengali grammar. The course is mainly devoted to the study of selected premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical contexts. We propose various readings in the historiography of Bangla literature, philology, and traditional performance of Bangla poetry. According to the corpus studied in class, a basic introduction to the neighboring Oriya and Assamese premodern literary languages may be provided. Besides, material from all periods will be studied according to the student's scholarly interests.

BANG 40100. Fourth-Year Bangla (Bengali) I. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Autumn

Prerequisite(s): BANG 30300 or comparable level of language skills

BANG 40200. Fourth-Year Bangla (Bengali) II. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Winter

Prerequisite(s): BANG 30300 or comparable level of language skills

BANG 40300. Fourth-Year Bangla (Bengali) III. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Spring

Prerequisite(s): BANG 30300 or comparable level of language skills

BANG 40200. Fourth-Year Bangla (Bengali) II. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Winter

Prerequisite(s): BANG 30300 or comparable level of language skills

BANG 40300. Fourth-Year Bangla (Bengali) III. 100 Units.

Instructor(s): Th. d'Hubert Terms Offered: Spring

Prerequisite(s): BANG 30300 or comparable level of language skills

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - HINDI COURSES

HIND 10100-10200-10300. First-Year Hindi I-II-III.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

HIND 10100. First-Year Hindi I. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Winter

HIND 10300. First-Year Hindi III. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Spring

HIND 10200. First-Year Hindi II. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Winter

HIND 10300. First-Year Hindi III. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Spring

HIND 20100-20200-20300. Second-Year Hindi I-II-III.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

HIND 20100. Second-Year Hindi I. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Autumn

Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20200. Second-Year Hindi II. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Winter

Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20300. Second-Year Hindi III. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20200. Second-Year Hindi II. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Winter

Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20300. Second-Year Hindi III. 100 Units.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 30100-30200-30300. Third-Year Hindi I-II-III.

Third-Year Hindi I-II-III

HIND 30100. Third-Year Hindi I. 100 Units.

Instructor(s): U. Stark Terms Offered: Autumn

Prerequisite(s): HIND 20300 or comparable level of language skills

HIND 30200. Third-Year Hindi II. 100 Units.

Instructor(s): U. Stark Terms Offered: Winter

Prerequisite(s): HIND 20300 or comparable level of language skills

HIND 30300. Third-Year Hindi III. 100 Units.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): HIND 20300 or comparable level of language skills

HIND 30200. Third-Year Hindi II. 100 Units.

Instructor(s): U. Stark Terms Offered: Winter

Prerequisite(s): HIND 20300 or comparable level of language skills

HIND 30300. Third-Year Hindi III. 100 Units.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): HIND 20300 or comparable level of language skills

HIND 40100-40200-40300. Fourth-Year Hindi I-II-III.

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

HIND 40100. Fourth-Year Hindi I. 100 Units.

Instructor(s): U. Stark Terms Offered: Autumn

Prerequisite(s): HIND 30300

HIND 40200. Fourth-Year Hindi II. 100 Units.

Instructor(s): U. Stark Terms Offered: Winter

Prerequisite(s): HIND 30300

HIND 40300. Fourth-Year Hindi III. 100 Units.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): HIND 30300

HIND 40200. Fourth-Year Hindi II. 100 Units.

Instructor(s): U. Stark Terms Offered: Winter

Prerequisite(s): HIND 30300

HIND 40300. Fourth-Year Hindi III. 100 Units.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): HIND 30300

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - MARATHI COURSES

MARA 10100-10200-10300. First-Year Marathi I-II-III.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

MARA 10100. First-Year Marathi I. 100 Units.

Instructor(s): P. Engblom Terms Offered: Autumn

MARA 10200. First-Year Marathi II. 100 Units.

Instructor(s): P. Engblom Terms Offered: Winter

MARA 10300. First-Year Marathi III. 100 Units.

Instructor(s): P. Engblom Terms Offered: Spring

MARA 10200. First-Year Marathi II. 100 Units.

Instructor(s): P. Engblom Terms Offered: Winter

MARA 10300. First-Year Marathi III. 100 Units.

Instructor(s): P. Engblom Terms Offered: Spring

MARA 20100-20200-20300. Second-Year Marathi I-II-III.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.

MARA 20100. Second-Year Marathi I. 100 Units.

Instructor(s): P. Engblom Terms Offered: Autumn

Prerequisite(s): MARA 10300 or equivalent

MARA 20200. Second-Year Marathi II. 100 Units.

Instructor(s): P. Engblom Terms Offered: Winter

Prerequisite(s): MARA 10300 or equivalent

MARA 20300. Second-Year Marathi III. 100 Units.

Instructor(s): P. Engblom Terms Offered: Spring

Prerequisite(s): MARA 10300 or equivalent

MARA 20200. Second-Year Marathi II. 100 Units.

Instructor(s): P. Engblom Terms Offered: Winter

Prerequisite(s): MARA 10300 or equivalent

MARA 20300. Second-Year Marathi III. 100 Units.

Instructor(s): P. Engblom Terms Offered: Spring

Prerequisite(s): MARA 10300 or equivalent

MARA 30100-30200-30300. Third-Year Marathi I-II-III.

MARA 30100-30200-30300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Students in this course read from An Advanced Marathi Reader and a wide array of other sources depending on their interests. This course also includes continuing grammar review and practice in composition and speech. This course typically is offered in alternate years.

MARA 30100. Third-Year Marathi I. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 20300 or equivalent

MARA 30200. Third-Year Marathi II. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 20300 or equivalent

MARA 30300. Third-Year Marathi III. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 20300 or equivalent

MARA 30200. Third-Year Marathi II. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 20300 or equivalent

MARA 30300. Third-Year Marathi III. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 20300 or equivalent

MARA 40100-40200-40300. Fourth-Year Marathi I-II-III.

MARA 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Directed readings are selected (based on student interests and research needs) from the entire range of genres (verse and prose) and periods, excluding Old Marathi (thirteenth and fourteenth centuries), with continuing grammar review and practice in composition and speech.

MARA 40100. Fourth-Year Marathi I. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 30300 or equivalent

MARA 40200. Fourth-Year Marathi II. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 30300 or equivalent

MARA 40300. Fourth-Year Marathi III. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 30300 or equivalent

MARA 40200. Fourth-Year Marathi II. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 30300 or equivalent

MARA 40300. Fourth-Year Marathi III. 100 Units.

Instructor(s): P. Engblom

Prerequisite(s): MARA 30300 or equivalent

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - PALI COURSES

PALI 10100-10200-10300. First-Year Pali I-II-III.

This sequence introduces the language of the Theravada Buddhist tradition. Essentials of grammar are emphasized, with readings in simpler texts by the end of the first quarter.

PALI 10100. First-Year Pali I. 100 Units.

Instructor(s): S. Collins Terms Offered: Autumn

PALI 10200. First-Year Pali II. 100 Units.

Instructor(s): S. Collins Terms Offered: Winter

PALI 10300. First-Year Pali III. 100 Units.

Instructor(s): S. Collins Terms Offered: Spring

PALI 10200. First-Year Pali II. 100 Units.

Instructor(s): S. Collins Terms Offered: Winter

PALI 10300. First-Year Pali III. 100 Units.

Instructor(s): S. Collins Terms Offered: Spring

PALI 20100-20200-20300. Second-Year Pali I-II-III.

Students in this intermediate Pali sequence read Pali texts that are chosen in accordance with their interests. The texts read in the introductory course are usually taken from a single, early stratum of Pali literature. The intermediate course takes examples of Pali from different periods and in different styles. Texts in Pali.

PALI 20100. Second-Year Pali I. 100 Units.

Instructor(s): S. Collins Terms Offered: Autumn

Prerequisite(s): PALI 10300 or consent of instructor

PALI 20200. Second-Year Pali II. 100 Units.

Instructor(s): S. Collins Terms Offered: Winter

Prerequisite(s): PALI 10300 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.

Instructor(s): S. Collins Terms Offered: Spring

Prerequisite(s): PALI 10300 or consent of instructor

PALI 20200. Second-Year Pali II. 100 Units.

Instructor(s): S. Collins Terms Offered: Winter

Prerequisite(s): PALI 10300 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.

Instructor(s): S. Collins Terms Offered: Spring

Prerequisite(s): PALI 10300 or consent of instructor

PALI 30100-30200-30300. Third-Year Pali I-II-III.

PALI 30100-30200-30300 is offered based on demand. Interested students should consult with the director of undergraduate studies.

PALI 30100. Third-Year Pali I. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 20300 or approval of instructor

PALI 30200. Third-Year Pali II. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 20300 or approval of instructor

PALI 30300. Third-Year Pali III. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 20300 or approval of instructor

PALI 30200. Third-Year Pali II. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 20300 or approval of instructor

PALI 30300. Third-Year Pali III. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 20300 or approval of instructor

PALI 40100-40200-40300. Fourth-Year Pali I-II-III.

PALI 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Readings are drawn from all styles and periods of Pali literature, in prose and verse, chosen according to student interests.

PALI 40100. Fourth-Year Pali I. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 30300 or approval of instructor

PALI 40200. Fourth-Year Pali II. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 30300 or approval of instructor

PALI 40300. Fourth-Year Pali III. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 30300 or approval of instructor

PALI 40200. Fourth-Year Pali II. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 30300 or approval of instructor

PALI 40300. Fourth-Year Pali III. 100 Units.

Instructor(s): S. Collins

Prerequisite(s): PALI 30300 or approval of instructor

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - SANSKRIT COURSES

SANS 10100-10200-10300. First-Year Sanskrit I-II-III.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit.

SANS 10100. First-Year Sanskrit I. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

SANS 10200. First-Year Sanskrit II. 100 Units.

Instructor(s): Staff Terms Offered: Winter

SANS 10300. First-Year Sanskrit III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

SANS 10200. First-Year Sanskrit II. 100 Units.

Instructor(s): Staff Terms Offered: Winter

SANS 10300. First-Year Sanskrit III. 100 Units.

Instructor(s): Staff Terms Offered: Spring

SANS 20100-20200-20300. Second-Year Sanskrit I-II-III.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently.

SANS 20100. Second-Year Sanskrit I. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): SANS 10300 or comparable level of language skills

SANS 20200. Second-Year Sanskrit II. 100 Units.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 10300 or comparable level of language skills

Equivalent Course(s): HREL 36000, SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.

Instructor(s): D. Arnold Terms Offered: Spring

Prerequisite(s): SANS 10300 or comparable level of language skills

SANS 20200. Second-Year Sanskrit II. 100 Units.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 10300 or comparable level of language skills

Equivalent Course(s): HREL 36000, SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.

Instructor(s): D. Arnold Terms Offered: Spring

Prerequisite(s): SANS 10300 or comparable level of language skills

SANS 30100-30200-30300. Third-Year Sanskrit I-II-III.

Reading selections introduce major Sanskrit genres, including verse and prose narrative, lyric poetry, drama, and the intellectual discourse of religion, philosophy, and the sciences. Analysis of the language and style employed in commentarial texts and practice in reading such texts is also emphasized.

SANS 30100. Third-Year Sanskrit I. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Autumn

Prerequisite(s): SANS 20300 or approval of instructor

SANS 30200. Third-Year Sanskrit II. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Winter

Prerequisite(s): SANS 20300 or approval of instructor

SANS 30300. Third-Year Sanskrit III. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Spring

Prerequisite(s): SANS 20300 or approval of instructor

SANS 30200. Third-Year Sanskrit II. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Winter

Prerequisite(s): SANS 20300 or approval of instructor

SANS 30300. Third-Year Sanskrit III. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Spring

Prerequisite(s): SANS 20300 or approval of instructor

SANS 40100-40200-40300. Fourth-Year Sanskrit I-II-III.

The goal of this sequence is to provide students with strong reading expertise in a wide range of Sanskrit texts in literature (poems and plays, verse and prose) and the scientific and philosophical discourses (e.g., grammar, logic, poetic theory, Buddhist thought), and commentarial literature on both.

SANS 40100. Fourth-Year Sanskrit I. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Autumn

Prerequisite(s): SANS 30300 or approval of instructor

SANS 40200. Fourth-Year Sanskrit II. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Winter

Prerequisite(s): SANS 30300 or approval of instructor

SANS 40300. Fourth-Year Sanskrit III. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Spring

Prerequisite(s): SANS 30300 or approval of instructor

SANS 40200. Fourth-Year Sanskrit II. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Winter

Prerequisite(s): SANS 30300 or approval of instructor

SANS 40300. Fourth-Year Sanskrit III. 100 Units.

Instructor(s): Y. Bronner, G. Tubb Terms Offered: Spring

Prerequisite(s): SANS 30300 or approval of instructor

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - SOUTH ASIAN LANGUAGES & CIVILIZATIONS COURSES

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The Autumn Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Autumn

Equivalent Course(s): ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): ANTH 24102, HIST 10900, SASC 20100, SOSC 23100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The Winter 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): R. Majumdar Terms Offered: Winter

Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,SOSC 23100

SALC 20508. Radical Cinema in India: A Historical Introduction. 100 Units.

At the same time as Hindi films emerged as the dominant idiom of a "national" cinema, the cinematic landscape of postcolonial India was dramatically transformed by the works of a handful of filmmakers who emerged out of the ranks of newly established film clubs and the Film Institute in India. Various described as the proponents of "alternative" "art" or parallel cinema in India, filmmakers like Satyajit Ray, Shyam Benegal, Ritwik Ghatak, Mrinal Sen, Basu Chatterji, Adoor Gopalakrishnan chose cinema as the form through which they commented on politics and society. Their cinematic style and idiom was however markedly different from that of Bollywood. This course introduces students to ideas of cinematic cosmopolitanism through a close reading of these exponents of "radical cinema" in India.

Instructor(s): R. Majumdar

Equivalent Course(s): SALC 30508

SALC 20605. Reading Panjabi. 100 Units.

This course is intended for people who can already speak Panjabi (either partially or fully), but cannot read and/or write it. It will teach students how to read Panjabi in either Gurmukhi or Perso-Arabic script (Shahmukhi) or both, depending on student interest. Specific materials chosen for the course will depend on the students who enroll.

Instructor(s): E. Bashir

Prerequisite(s): Consent of instructor

Equivalent Course(s): SALC 30602

SALC 20700. Critics of Colonialism. 100 Units.

Equivalent Course(s): HIST 26600,HIST 36600

SALC 20701. Postcolonial Theory. 100 Units.

Equivalent Course(s): HIST 26601,HIST 36601,SALC 30701

SALC 20702. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24003,ANTH 24003,HIST 18303,SOSC 24003

SALC 20800. Music of South Asia. 100 Units.

This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertoires of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.

Terms Offered: Variable

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 23700,SALC 30800

SALC 20900. Cultural Politics of Contemporary India. 100 Units.

Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.

Instructor(s): W. Mazzarella Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 25500,ANTH 42600,SALC 30900

SALC 22900. Performance and Politics in India. 100 Units.

This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.

Instructor(s): W. T. S. Mazzarella Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 22910

SALC 23002. Gender and Literature in South Asia. 100 Units.

Equivalent Course(s): CMLT 23500,GNSE 23001,GNSE 33001,SALC 33002

SALC 23101. Love, Conjuality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter 2013

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

SALC 23900. Phil. Edu. Indo-Tib. Buddhism. 100 Units.

Equivalent Course(s): RLST 23901

SALC 25701. Rel/Sex/Pol/Release Anc India. 100 Units.

Equivalent Course(s): FNDL 23601,GNDR 32200,HREL 32200,RLST 27300,SALC 35701,SCTH 35600

SALC 25900. South Asia Before the Buddha. 100 Units.

South Asia has a rich historical record, from the very beginnings of our species to the present, and yet the earlier part of this record is surprisingly little-known outside specialist circles. This course provides a broad overview of South Asian archaeology and early history, from the beginnings of agricultural production to the expansion of states and empires in the early days of textual records. We cover critical anthropological processes such as the origins and expansion of agriculture, the development of one of the world's first urban societies—the Harappan or Indus civilization—the growth and institutionalization of social inequalities, and changing contexts of social and religious life. While the course actually extends a bit beyond the time of the Buddha, its major focus is on the periods up to and including the Early Historic. No prior experience of either South Asia or archaeology is assumed; indeed, we will think quite a bit about the nature of evidence and about how we know about the more distant past.

Instructor(s): K. Morrison Terms Offered: Spring

Equivalent Course(s): SALC 39400

SALC 26703. Colonial Rule in South Asia. 100 Units.

This course is a survey of the Colonial period in South Asian History (c. 1757 to 1947), with a particular focus on the imperial technique of rule.

Instructor(s): D. Chakrabarty Terms Offered: Winter

Equivalent Course(s): HIST 26802

SALC 27000. Survey/Lang/Lit of Pakistan. 100 Units.

SALC 27701. Mughal India: Tradition and Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

Instructor(s): M. Alam Terms Offered: Autumn

Prerequisite(s): Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.

Equivalent Course(s): HIST 26602, HIST 36602, SALC 37701

SALC 27904. Wives, Widows, and Prostitutes: Hindi Literature and the "Women's Question," 1870 to 1940. 100 Units.

From the early nineteenth century, the debate on the status of Indian women formed an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course explores how Hindi literature of the late nineteenth and early twentieth centuries engaged with the "women's question." Caught between middle class conservatism and the urge for social reform, Hindi authors thematized controversial issues (e.g., female education, child marriage, widow remarriage, prostitution) in their fictional and discursive writings. We explore the tensions of a literary and social agenda that advocated the "uplift" of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. Texts in English and the original (in excerpts).

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

SALC 28700. The State In India. 100 Units.

Equivalent Course(s): ANTH 28700, ANTH 48300, SALC 38700

SALC 29700. Introduction to Buddhism. 100 Units.

This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.

Instructor(s): S. Collins Terms Offered: Autumn

Equivalent Course(s): RLST 26150

SALC 29800-29801-29802. BA Paper.

Students register for this sequence for two quarters. One quarter is for directed reading; and the second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

SALC 29800. BA Paper. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper. 100 Units.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. BA Paper. 100 Units.

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper. 100 Units.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. BA Paper. 100 Units.

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29900-29901-29902. Informal Reading Course.

This individual reading course with faculty may be used for topics not requiring use of a South Asian language, for independent study, and by nonmajors who wish to explore a South Asian topic.

SALC 29900. Informal Reading Course. 100 Units.

Terms Offered: Autumn

Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.

Terms Offered: Winter

Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.

Terms Offered: Spring

Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.

Terms Offered: Winter

Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.

Terms Offered: Spring

Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 30508. Radical Cinema in India: A Historical Introduction. 100 Units.

At the same time as Hindi films emerged as the dominant idiom of a "national" cinema, the cinematic landscape of postcolonial India was dramatically transformed by the works of a handful of filmmakers who emerged out of the ranks of newly established film clubs and the Film Institute in India. Various described as the proponents of "alternative" "art" or parallel cinema in India, filmmakers like Satyajit Ray, Shyam Benegal, Ritwik Ghatak, Mrinal Sen, Basu Chatterji, Adoor Gopalakrishnan chose cinema as the form through which they commented on politics and society. Their cinematic style and idiom was however markedly different from that of Bollywood. This course introduces students to ideas of cinematic cosmopolitanism through a close reading of these exponents of "radical cinema" in India.

Instructor(s): R. Majumdar

Equivalent Course(s): SALC 20508

SALC 30602. Reading Panjabi. 100 Units.

This course is intended for people who can already speak Panjabi (either partially or fully), but cannot read and/or write it. It will teach students how to read Panjabi in either Gurmukhi or Perso-Arabic script (Shahmukhi) or both, depending on student interest. Specific materials chosen for the course will depend on the students who enroll.

Instructor(s): E. Bashir

Prerequisite(s): Consent of instructor

Equivalent Course(s): SALC 20605

SALC 30609. Persian Poetry: Masnavi of Rumi II. 100 Units.

The Masnavi of Mowlânâ Jalâl al-Din Rumi (1207-1273) constitutes the single most influential text in the Persian mystical tradition, read in the original from Bosnia to Bengal. This course will consider the literary background and achievement of the text; its poetic representation of Qur'an, hadith and mystical theosophy; its reception, commentary and translation history; and above all the structure and meaning of the poem. The first quarter will survey a select anthology of individual stories and themes in the Masnavi; while the second quarter will focus on a through-reading of at least one of the six books of this 25,000-line poem.

Instructor(s): F. Lewis

Equivalent Course(s): PERS 30325

SALC 30610. Rumi's Masnavi and the Persian Sufi Tradition. 100 Units.

The Masnavi of Mowlana Jalal al-Din Rumi (1207-1273) is perhaps the most widely read and commented upon poem from Bosnia to Bengal, and Rumi has been hailed by more than one modern scholar as the "greatest mystical poet" of Islam, or even the world. This course centers around a close-reading in English of the six books of his "Spiritual Couplets." Through discussion and lectures we will consider the narrative techniques and sources of the tales, the morals drawn from them, the organizational structure of the whole, and the literary achievement of the Masnavi, viewing the text as a lens on to Rumi's theology, Persian Sufism and his place within the mystical tradition.

Instructor(s): F. Lewis

Equivalent Course(s): NEHC 20750, NEHC 30750, FN DL 20750, ISLM 30750, SALC 20610, CMES 30750

SALC 30701. Postcolonial Theory. 100 Units.

Equivalent Course(s): SALC 20701, HIST 26601, HIST 36601

SALC 30705. Readings in the Bhakti Literatures of North India. 100 Units.

Instructor(s): V. Paramasivan Terms Offered: Winter 2013

Note(s): Open to advanced undergraduates with consent of instructor and 2-3 years of Hindi

Equivalent Course(s): SALC 41705

SALC 30800. Music of South Asia. 100 Units.

This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertoires of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.

Terms Offered: Variable

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 23700, SALC 20800

SALC 30900. Cultural Politics of Contemporary India. 100 Units.

Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.

Instructor(s): W. Mazzarella Terms Offered: Not offered 2013-14; will be offered 2014-15

Equivalent Course(s): ANTH 25500, ANTH 42600, SALC 20900

SALC 33002. Gender and Literature in South Asia. 100 Units.

Equivalent Course(s): SALC 23002,CMLT 23500,GNSE 23001,GNSE 33001

SALC 33101. Love, Conjuality, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Spring

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): GNSE 23102,ANTH 21525,ANTH 32220,CHDV 22212,CHDV 32212,SALC 23101

SALC 37701. Mughal India: Tradition and Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

Instructor(s): M. Alam Terms Offered: Autumn

Prerequisite(s): Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.

Equivalent Course(s): SALC 27701,HIST 26602,HIST 36602

SALC 39400. South Asia Before the Buddha. 100 Units.

South Asia has a rich historical record, from the very beginnings of our species to the present, and yet the earlier part of this record is surprisingly little-known outside specialist circles. This course provides a broad overview of South Asian archaeology and early history, from the beginnings of agricultural production to the expansion of states and empires in the early days of textual records. We cover critical anthropological processes such as the origins and expansion of agriculture, the development of one of the world's first urban societies—the Harappan or Indus civilization—the growth and institutionalization of social inequalities, and changing contexts of social and religious life. While the course actually extends a bit beyond the time of the Buddha, its major focus is on the periods up to and including the Early Historic. No prior experience of either South Asia or archaeology is assumed; indeed, we will think quite a bit about the nature of evidence and about how we know about the more distant past.

Instructor(s): K. Morrison Terms Offered: Spring

Equivalent Course(s): SALC 25900

SALC 40000. South Asia as a Unit of Study. 100 Units.

For course description contact South Asian Languages.

SALC 41705. Readings in the Bhakti Literatures of North India. 100 Units.

Instructor(s): V. Paramasivan Terms Offered: Winter 2013

Note(s): Open to advanced undergraduates with consent of instructor and 2-3 years of Hindi

Equivalent Course(s): SALC 30705

SALC 42501. Many Ramayanas. 100 Units.

This course is a close reading of the great Hindu Epic, the story of Rama's recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history.

Readings are in Paula Richman, *Many Ramayanas and Questioning Ramayanas*; the Ramayanas of Valmiki (in translation by Goldman, Sattar, Shastri, and R. K. Narayan), Kampan, and Tulsi; the *Yogavasishta-Maharamayana*; and contemporary comic books and films.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): HREL 42501, FNDL 22901, RLST 26801, SCTH 40701

SALC 43103. Love, Capital, and Conjuality in Africa and India. 100 Units.

Instructor(s): R. Majumdar, J. Cole

Equivalent Course(s): CDIN 45001, HIST 45001, CHDV 42212, ANTH 42221

SALC 48202. Nirvana and Other Buddhist Felicities. 100 Units.

This course will be an in-depth study of Steven Collins' book *Nirvana and Other Buddhist Felicities: Utopias of the Pali Imaginaire*, along with some of the theoretical literature which it uses.

Instructor(s): S. Collins Terms Offered: Autumn 2013

Prerequisite(s): Instructor consent required

Equivalent Course(s): HREL 49000

SALC 48400. Second-Year Sanskrit II. 100 Units.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 10300 or comparable level of language skills

Equivalent Course(s): SANS 20200, HREL 36000

SALC 48601. Readings in Indo-Persian Literature II. 100 Units.

Instructor(s): M. Alam, T. d'Hubert

Equivalent Course(s): NEHC 48601

SALC 60100. Teaching South Asia. 100 Units.

Instructor(s): S. Collins

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - TAMIL COURSES

TAML 10100-10200-10300. First-Year Tamil I-II-III.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher–student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

TAML 10100. First-Year Tamil I. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Autumn
Equivalent Course(s): LGLN 10115

TAML 10200. First-Year Tamil II. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Winter
Equivalent Course(s): LGLN 10215

TAML 10300. First-Year Tamil III. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Spring
Equivalent Course(s): LGLN 10315

TAML 10200. First-Year Tamil II. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Winter
Equivalent Course(s): LGLN 10215

TAML 10300. First-Year Tamil III. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Spring
Equivalent Course(s): LGLN 10315

TAML 20100-20200-20300. Second-Year Tamil I-II-III.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing.

TAML 20100. Second-Year Tamil I. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Autumn

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): LGLN 20115

TAML 20200. Second-Year Tamil II. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): LGLN 20215

TAML 20300. Second-Year Tamil III. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): LGLN 20315

TAML 20200. Second-Year Tamil II. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): LGLN 20215

TAML 20300. Second-Year Tamil III. 100 Units.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10300 or comparable level of language skills

Equivalent Course(s): LGLN 20315

TAML 30100-30200-30300. Third-Year Tamil I-II-III.

On the basis of a variety of readings, such as short stories, poems, excerpts from novels or non-fiction, this course addresses those issues of modern written Tamil grammar which have not been covered during the previous two years. Readings are typically selected with a view to providing important cultural information, and they are supplemented by film clips and other media. Class content may be chosen or adapted based on particular student needs. Further work on listening and speaking proficiency is also part of the course. Based on prior consultation with instructor regarding placement, this course might be an appropriate starting point for speakers of Tamil with previous knowledge (e.g., heritage students).

TAML 30100. Third-Year Tamil I. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Autumn

Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 30200. Third-Year Tamil II. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Winter

Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 30300. Third-Year Tamil III. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Spring

Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 30200. Third-Year Tamil II. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Winter

Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 30300. Third-Year Tamil III. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Spring

Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 40100-40200-40300. Fourth-Year Tamil I-II-III.

This course typically includes an introduction to Classical Tamil grammar and literature, with sample readings reaching from the oldest known Tamil literature (Sangam poetry) via bhakti poems to the magnificent courtly compositions of the high and late medieval periods. Various other types of linguistic variation may also be studied, e.g. inscriptional Tamil or dialects/regional language registers. Depending on the students' needs, an overview of Tamil literary history is also given. Native or heritage speakers of Tamil are required to have a solid knowledge of modern Tamil grammar.

TAML 40100. Fourth-Year Tamil I. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Autumn

Prerequisite(s): TAML 30300 or comparable level of language skills and consent of instructor

TAML 40200. Fourth-Year Tamil II. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Winter

Prerequisite(s): TAML 30300 or comparable level of language skills

TAML 40300. Fourth-Year Tamil III. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Spring

Prerequisite(s): TAML 30300 or comparable level of language skills

TAML 40200. Fourth-Year Tamil II. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Winter

Prerequisite(s): TAML 30300 or comparable level of language skills

TAML 40300. Fourth-Year Tamil III. 100 Units.

Instructor(s): S. Ebeling. Terms Offered: Spring

Prerequisite(s): TAML 30300 or comparable level of language skills

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - TIBETAN COURSES

TBTN 10100-10200-10300. First-Year Tibetan I-II-III.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

TBTN 10100. First-Year Tibetan I. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Autumn

TBTN 10200. First-Year Tibetan II. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Winter

TBTN 10300. First-Year Tibetan III. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Spring

TBTN 10200. First-Year Tibetan II. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Winter

TBTN 10300. First-Year Tibetan III. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Spring

TBTN 20100-20200-20300. Second-Year Tibetan I-II-III.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

TBTN 20100. Second-Year Tibetan I. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Autumn

Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 30100-30200-30300. Third-Year Tibetan I-II-III.

Third-Year Tibetan

TBTN 30100. Third-Year Tibetan I. 100 Units.

Terms Offered: Autumn

Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30200. Third-Year Tibetan II. 100 Units.

Terms Offered: Winter

Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30300. Third-Year Tibetan III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30200-30300. Third-Year Tibetan II-III.

Third-Year Tibetan

TBTN 30200. Third-Year Tibetan II. 100 Units.

Terms Offered: Winter

Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30300. Third-Year Tibetan III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30300. Third-Year Tibetan III. 100 Units.

Terms Offered: Spring

Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 40100-40200-40300. Fourth-Year Tibetan I-II-III.

The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 40100. Fourth-Year Tibetan I. 100 Units.

Instructor(s): K. Ngodup Terms Offered: Autumn

Prerequisite(s): TBTN 30300 or consent of instructor

TBTN 40200. Fourth-Year Tibetan II. 100 Units.

Instructor(s): M. Kapstein Terms Offered: Winter

Prerequisite(s): TBTN 30300 or consent of instructor

TBTN 40300. Fourth-Year Tibetan III. 100 Units.

Instructor(s): C. Wedemeyer Terms Offered: Spring

Prerequisite(s): TBTN 30300 or consent of instructor

TBTN 40200. Fourth-Year Tibetan II. 100 Units.

Instructor(s): M. Kapstein Terms Offered: Winter

Prerequisite(s): TBTN 30300 or consent of instructor

TBTN 40300. Fourth-Year Tibetan III. 100 Units.

Instructor(s): C. Wedemeyer Terms Offered: Spring

Prerequisite(s): TBTN 30300 or consent of instructor

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - URDU COURSES**URDU 10100-10200-10300. First-Year Urdu I-II-III.**

These courses must be taken in sequence. This three-quarter sequence covers basic grammar and vocabulary. Spoken by thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence.

URDU 10100. First-Year Urdu I. 100 Units.

Instructor(s): E. Bashir Terms Offered: Autumn

Prerequisite(s): Consent of instructor

URDU 10200. First-Year Urdu II. 100 Units.

Instructor(s): E. Bashir Terms Offered: Winter

Prerequisite(s): Consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.

Instructor(s): E. Bashir Terms Offered: Spring

Prerequisite(s): Consent of instructor

URDU 10200. First-Year Urdu II. 100 Units.

Instructor(s): E. Bashir Terms Offered: Winter

Prerequisite(s): Consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.

Instructor(s): E. Bashir Terms Offered: Spring

Prerequisite(s): Consent of instructor

URDU 20100-20200-20300. Second-Year Urdu I-II-III.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building. Depending on ability levels and interests of the students, readings can include selections from various original sources.

URDU 20100. Second-Year Urdu I. 100 Units.

Instructor(s): E. Bashir Terms Offered: Autumn

Prerequisite(s): Consent of instructor required; URDU 10300 recommended

URDU 20200. Second-Year Urdu II. 100 Units.

Instructor(s): E. Bashir Terms Offered: Winter

Prerequisite(s): Consent of instructor required; URDU 10300 recommended

URDU 20300. Second-Year Urdu III. 100 Units.

Instructor(s): E. Bashir Terms Offered: Spring

Prerequisite(s): Consent of instructor required; URDU 10300 recommended

URDU 20200. Second-Year Urdu II. 100 Units.

Instructor(s): E. Bashir Terms Offered: Winter

Prerequisite(s): Consent of instructor required; URDU 10300 recommended

URDU 20300. Second-Year Urdu III. 100 Units.

Instructor(s): E. Bashir Terms Offered: Spring

Prerequisite(s): Consent of instructor required; URDU 10300 recommended

URDU 30100-30200-30300. Third-Year Urdu I-II-III.

Third-Year Urdu

URDU 30100. Third-Year Urdu I. 100 Units.

Instructor(s): M. Alam Terms Offered: Autumn

Prerequisite(s): URDU 20300 or consent of instructor

URDU 30200. Third-Year Urdu II. 100 Units.

Instructor(s): M. Alam Terms Offered: Winter

Prerequisite(s): URDU 20300 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.

Instructor(s): M. Alam Terms Offered: Spring

Prerequisite(s): URDU 20300 or consent of instructor

URDU 30200-30300. Third-Year Urdu II-III.

Third-Year Urdu

URDU 30200. Third-Year Urdu II. 100 Units.

Instructor(s): M. Alam Terms Offered: Winter

Prerequisite(s): URDU 20300 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.

Instructor(s): M. Alam Terms Offered: Spring

Prerequisite(s): URDU 20300 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.

Instructor(s): M. Alam Terms Offered: Spring

Prerequisite(s): URDU 20300 or consent of instructor

URDU 40100-40200-40300. Fourth-Year Urdu I-II-III.

URDU 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology, and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history.

URDU 40100. Fourth-Year Urdu I. 100 Units.

Instructor(s): M. Alam

Prerequisite(s): URDU 30300 or consent of instructor

URDU 40200. Fourth-Year Urdu II. 100 Units.

Instructor(s): M. Alam

Prerequisite(s): URDU 30300 or consent of instructor

URDU 40300. Fourth-Year Urdu III. 100 Units.

Instructor(s): M. Alam

Prerequisite(s): URDU 30300 or consent of instructor

URDU 40200. Fourth-Year Urdu II. 100 Units.

Instructor(s): M. Alam

Prerequisite(s): URDU 30300 or consent of instructor

URDU 40300. Fourth-Year Urdu III. 100 Units.

Instructor(s): M. Alam

Prerequisite(s): URDU 30300 or consent of instructor



STATISTICS

PROGRAM OF STUDY

The modern science of statistics involves the invention, study, and development of principles and methods for modeling uncertainty through mathematical probability; for designing experiments, surveys, and observational programs; and for analyzing and interpreting empirical data. Mathematics plays a major role in all statistical activity, whether of an abstract nature or dealing with specific techniques for analyzing data. Statistics is an excellent field for students with strong mathematical skills and an interest in applying these skills to problems in the natural and social sciences. A program leading to the bachelor's degree in Statistics offers coverage of the principles and methods of statistics in combination with a solid training in mathematics and some exposure to computing, which is essential to nearly all modern data analysis. In addition, there is considerable elective freedom enabling interested students to examine those areas of knowledge in the biological, physical, and social sciences that are often subjected to detailed statistical analysis. The major provides a base for graduate study in statistics or in other subjects with strong quantitative components. Students considering graduate study in statistics or related fields are encouraged to discuss their programs with the Departmental Adviser for Majors at an early stage, whether or not they plan to receive an undergraduate degree in Statistics.

Students who are majoring in other fields of study may also complete a minor in Statistics and are encouraged to discuss their course choices with the Departmental Adviser for Minors. Information on the minor follows the description of the major.

Statistics Courses for Students in Other Majors

Courses at the 20000 level are designed to provide instruction in statistics, probability, and statistical computation for students from all parts of the University. These courses differ in emphasis on theory or methods, on the mathematical level, and in the direction of applications. Most of the introductory courses make intensive use of computers to exemplify and explore statistical concepts and methods. The nature and extent of computer work varies according to the course and instructor. Statistics courses are not mathematics courses, but the mathematics prerequisites are a useful guide to the level of mathematical maturity assumed by a statistics course. Students with a background in calculus typically are advised to take STAT 22000 Statistical Methods and Applications or higher.

Explanations and comparisons of the various courses, both entry level and more advanced, are provided in the following sections. Students will also find the course descriptions to be helpful in choosing appropriate courses.

Introductory Courses and Sequences

To begin their studies in statistics, students can choose from several courses. These courses are outlined in this section and in the course descriptions. Students and College Advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing an appropriate first course.

For students who do not intend to continue to more advanced statistics courses, STAT 20000 Elementary Statistics is an alternative with no calculus prerequisite that places less emphasis on statistical techniques. STAT 20000 Elementary Statistics may not be taken either by students who have already taken STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods or by students who have received AP credit for statistics.

For their introductory statistics course, students might choose either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods (not both). Students may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, toward the 42 credits required for graduation.

STAT 22000 Statistical Methods and Applications, which typically is the statistics course taken first, is a general introduction to statistical concepts, techniques, and applications, to data analysis, and to problems in the design, analysis, and interpretation of experiments and observational programs. Computers are used throughout the course. A score of 4 or 5 on the AP Statistics test yields credit for STAT 22000 Statistical Methods and Applications, although this credit will not count toward the requirements for a major or minor in Statistics.

STAT 23400 Statistical Models and Methods covers much of the same material as STAT 22000 Statistical Methods and Applications, but at a somewhat higher mathematical level. STAT 23400 Statistical Models and Methods is a required course for students who are majoring in economics, but the class is a one-quarter introduction to statistics that is appropriate for any student with a good command of univariate calculus.

STAT 24400-24500 Statistical Theory and Methods I-II is recommended for students who wish to have a thorough introduction to statistical theory and methodology. STAT 24400-24500 Statistical Theory and Methods I-II is more mathematically demanding than either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods and assumes some familiarity with multivariate calculus and with linear algebra.

Students considering a major in Statistics are encouraged to take STAT 24400 Statistical Theory and Methods I rather than STAT 23400 Statistical Models and Methods. Although students with a strong mathematical background can and do take STAT 24400-24500 Statistical Theory and Methods I-II without prior course work in statistics or probability, some students find it helpful to take a more elementary course as preparation. Also, students who have already taken STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods and wish to study statistics at a higher mathematical level are welcome to take STAT 24400-24500 Statistical Theory and Methods I-II.

STAT 24610 Pattern Recognition is a follow-up to STAT 24400-24500 Statistical Theory and Methods I-II that covers more advanced statistical methods. STAT 25100 Introduction to Mathematical Probability is an introductory course in probability. STAT 24400-24500 Statistical Theory and Methods I-II and STAT 25100 Introduction to Mathematical Probability form the core of the Statistics major. This

is recommended as a cognate sequence to students in the quantitative sciences and Mathematics.

Additional Courses in Statistical Theory, Methods, and Applications

For students interested in exploring methods and their applications, STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, and STAT 22700 Biostatistical Methods are recommended. These courses each emphasize a class of methods for the analysis of data. Note that because there is some overlap between STAT 22600 Analysis of Categorical Data and STAT 22700 Biostatistical Methods, only one of these two courses, not both, may be counted toward a major or minor in Statistics. The courses STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, and STAT 22600 Analysis of Categorical Data may be taken in any order. Each presumes a previous course in statistics (STAT 22000 Statistical Methods and Applications or equivalent) and experience using computers in data analysis (as in STAT 22000 Statistical Methods and Applications). STAT 22700 Biostatistical Methods has STAT 22400 Applied Regression Analysis as a prerequisite.

For students who have completed STAT 24400-24500 Statistical Theory and Methods I-II and are interested in more advanced statistical methodology courses, STAT 24610 Pattern Recognition, STAT 26100 Time Dependent Data, STAT 27400 Nonparametric Inference, and STAT 34300 Applied Linear Statistical Methods are recommended. In addition to STAT 34300 Applied Linear Statistical Methods, many other graduate courses in Statistics offer opportunities for further study of statistical theory, methods, and applications. For details, consult the instructor or the Departmental Adviser for Majors, or visit www.stat.uchicago.edu.

Courses in Probability

Students interested in probability can begin with STAT 25100 Introduction to Mathematical Probability, which can be taken separately from any statistics courses and can be supplemented with more advanced probability courses, such as STAT 25300 Introduction to Probability Models. Students with a strong mathematical background can take STAT 31200 Introduction to Stochastic Processes I, STAT 31300 Introduction to Stochastic Processes II, STAT 38100 Measure-Theoretic Probability I, and STAT 38300 Measure-Theoretic Probability III.

PROGRAM REQUIREMENTS

Students majoring in Statistics should meet the general education requirements in the mathematical sciences with courses in calculus. The major program includes four additional prescribed mathematics courses and four prescribed statistics courses. Students should complete the four mathematics courses by the end of their third year. Additional requirements include three approved elective courses in Statistics, as well as one prescribed course in Computer Science for the BA or two prescribed courses in Computer Science for the BS. The BS also requires an approved two-quarter sequence at the 20000 level in a field to which statistics can be applied.

The four required Statistics courses are STAT 24400-24500 Statistical Theory and Methods I-II, STAT 25100 Introduction to Mathematical Probability, and either STAT 22400 Applied Regression Analysis or STAT 34300 Applied Linear Statistical Methods. STAT 24400 Statistical Theory and Methods I typically is suggested as a first course in Statistics or, if a more elementary introduction is desired, students can take STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods as preparation for STAT 24400 Statistical Theory and Methods I. Candidates for the BA may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, as one of the three approved electives, provided that they take the course before STAT 24400 Statistical Theory and Methods I. However, in that case, the other two electives must be approved courses in statistical methodology (e.g., not probability). Candidates for the BS may not count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods toward the Statistics major.

Electives that can be counted toward the Statistics major include STAT 22200 Linear Models and Experimental Design, STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods (but not both), STAT 24610 Pattern Recognition, STAT 25300 Introduction to Probability Models or STAT 31200 Introduction to Stochastic Processes I (but not both), STAT 26100 Time Dependent Data, STAT 26700 History of Statistics, and STAT 27400 Nonparametric Inference.

All candidates must obtain approval of their course program from the Departmental Adviser for Majors. Not all combinations of Statistics electives are allowed. Specifically, at least two of the three electives must be courses in statistical methodology (e.g., not probability and not STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods). NOTE: Students who are completing majors in both Statistics and Economics should follow the same mathematics requirements as Statistics majors. However, students who have already taken MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra should discuss with the Departmental Adviser for Majors how to best meet their mathematical requirements for the Statistics major. In particular, note that MATH 19620 Linear Algebra is not sufficient for the Statistics major and cannot be counted toward the major.

There are a number of differences between the BA and BS programs. In the BS program, there is some strengthening of requirements on the level of courses that must be taken to complete the program. For example, candidates for the BS who do not take STAT 34300 Applied Linear Statistical Methods must take at least one advanced course in statistical methodology, such as STAT 24610 Pattern Recognition, STAT 26100 Time Dependent Data, or STAT 27400 Nonparametric Inference. The BS also requires a second prescribed course in Computer Science and an approved, two-quarter sequence at the 20000 level in a field to which statistics can be applied. Generally this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which the first class is a prerequisite for the second are preferred. Example sequences include BIOS 20197 Evolution and Ecology-BIOS 20198 Biodiversity, CHEM 22000-22100 Organic Chemistry I-II, CHEM 26100-26200 Quantum Mechanics; Thermodynamics, ECON 20000-20100 The

Elements of Economic Analysis I-II, GEOS 21000 Introduction to Mineralogy-GEOS 21100 Introduction to Petrology, PHYS 22500-22700 Intermediate Electricity and Magnetism I-II, and PHYS 23400-23500 Quantum Mechanics I-II. All sequences must be approved by the Departmental Adviser for Majors.

Students who are majoring in Statistics must receive a quality grade of at least C- in all of the courses required for their degree; a grade of P is not acceptable for any of these courses.

SUMMARY OF REQUIREMENTS FOR THE BA IN STATISTICS

General Education

One of the following sequences: *	200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II
MATH 15100-15200	Calculus I and Calculus II
MATH 16100-16200	Honors Calculus I and Honors Calculus II

Total Units	200
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Major

One of the following: *	100
MATH 13300	Elementary Functions and Calculus III
MATH 15300	Calculus III
MATH 16300	Honors Calculus III
One of the following sequences:	200
MATH 20000-20100	Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II
MATH 20400-20500	Analysis in R^n II and Analysis in R^n III
MATH 20800-20900	Honors Analysis in R^n II and Honors Analysis in R^n III
One of the following:	100
STAT 24300	Numerical Linear Algebra
MATH 25500	Basic Algebra II
MATH 25800	Honors Basic Algebra II
All of the following:	300
STAT 24400	Statistical Theory and Methods I
STAT 24500	Statistical Theory and Methods II
STAT 25100	Introduction to Mathematical Probability
One of the following:	100
STAT 22400	Applied Regression Analysis
STAT 34300	Applied Linear Statistical Methods

One of the following: **	100
CMSC 10500	Fundamentals of Computer Programming I
CMSC 10600	Fundamentals of Computer Programming II
CMSC 12100	Computer Science with Applications I
CMSC 15100	Introduction to Computer Science I
CMSC 16100	Honors Introduction to Computer Science I
Three approved elective courses in Statistics ***	300
Total Units	1200

* Credit may be granted by examination.

** CMSC 10600 Fundamentals of Computer Programming II or higher preferred

*** Options include STAT 22200 Linear Models and Experimental Design, STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods (but not both), STAT 24610 Pattern Recognition, STAT 25300 Introduction to Probability Models or STAT 31200 Introduction to Stochastic Processes I (but not both), STAT 26100 Time Dependent Data, STAT 26700 History of Statistics, and STAT 27400 Nonparametric Inference. Candidates for the BA may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, as one of the three approved electives, provided they take the course before STAT 24400 Statistical Theory and Methods I. However, in every case, at least two of the three electives must be courses in statistical methodology (e.g., not probability and not STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods).

SUMMARY OF REQUIREMENTS FOR THE BS IN STATISTICS

General Education

One of the following sequences: *	200
MATH 13100-13200	Elementary Functions and Calculus I and Elementary Functions and Calculus II
MATH 15100-15200	Calculus I and Calculus II
MATH 16100-16200	Honors Calculus I and Honors Calculus II
Total Units	200

Major

One of the following: *	100
MATH 13300	Elementary Functions and Calculus III
MATH 15300	Calculus III
MATH 16300	Honors Calculus III
One of the following:	100
MATH 20000	Mathematical Methods for Physical Sciences I

MATH 20500	Analysis in R^n III	
MATH 20900	Honors Analysis in R^n III	
One of the following:		100
MATH 20100	Mathematical Methods for Physical Sciences II	
MATH 27300	Basic Theory of Ordinary Differential Equations	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 25500	Basic Algebra II	
MATH 25800	Honors Basic Algebra II	
All of the following:		300
STAT 24400	Statistical Theory and Methods I	
STAT 24500	Statistical Theory and Methods II	
STAT 25100	Introduction to Mathematical Probability	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Statistical Methods	
One of the following sequences:		200
CMSC 12100-12200	Computer Science with Applications I and Computer Science with Applications II	
CMSC 15100-15200	Introduction to Computer Science I and Introduction to Computer Science II	
CMSC 16100-16200	Honors Introduction to Computer Science I and Honors Introduction to Computer Science II	
Three approved elective courses in Statistics **		300
A coherent two-quarter sequence at the 20000 level in a field to which statistics can be applied ***		200
<hr/> Total Units		1500

- * Credit may be granted by examination.
- ** Options include STAT 22200 Linear Models and Experimental Design, STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods (but not both), STAT 24610 Pattern Recognition, STAT 25300 Introduction to Probability Models or STAT 31200 Introduction to Stochastic Processes I (but not both), STAT 26100 Time Dependent Data, STAT 26700 History of Statistics, and STAT 27400 Nonparametric Inference. At least two of the three electives must be courses in statistical methodology (e.g., not probability). Candidates for the BS who do not take STAT 34300 Applied Linear Statistical Methods must take at least one advanced course in statistical methodology, such as STAT 24610 Pattern Recognition, STAT 26100 Time Dependent Data, STAT 27400 Nonparametric Inference, or an approved graduate course, to be counted as one of their three electives. Candidates for the BS may not count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods toward the Statistics major.
- *** Generally, this sequence should be in the natural or social sciences, but a sequence in another discipline might be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which the first class is a prerequisite for the second are preferred. Example sequences include BIOS 20197 Evolution and Ecology-BIOS 20198 Biodiversity, CHEM 22000-22100 Organic Chemistry I-II, CHEM 26100-26200 Quantum Mechanics; Thermodynamics, ECON 20000-20100 The Elements of Economic Analysis I-II, GEOS 21000 Introduction to Mineralogy-GEOS 21100 Introduction to Petrology, PHYS 22500-22700 Intermediate Electricity and Magnetism I-II, and PHYS 23400-23500 Quantum Mechanics I-II. All sequences must be approved by the Departmental Adviser for Majors.

GRADING

Students who are majoring in Statistics must receive a quality grade of at least C- in all of the courses required for their degree; a grade of P is not acceptable for any of these courses.

Subject to College and divisional regulations, and with the consent of the instructor, all students except majors in Statistics may register for quality grades or for P/F grading in any 20000-level Statistics course. A grade of P is given only for work of C- quality or higher.

The following policy applies to students who wish to receive a mark of I for a Statistics course. In addition to submitting the official Incomplete Form required by the College, students must have completed at least half of the total required course work with a grade of C- or better, and they must be unable to complete all of the course work by the end of the quarter due to an emergency.

HONORS

The BA or BS with honors is awarded to students with Statistics as their primary major who have a GPA of 3.0 or higher overall and 3.25 or higher in the courses in the major and also complete an approved honors paper (STAT 29900 Bachelor's Paper). This paper typically is based upon a structured research program that

students undertake with faculty supervision in the first quarter of their fourth year. Eligible students who wish to be considered for honors should consult the Departmental Adviser for Majors before the end of their third year. The research paper or project used to meet this requirement may not be used to meet the bachelor's paper or project requirement in another major or course. NOTE: Credit for STAT 29900 Bachelor's Paper will not count towards the courses required for a major in Statistics.

JOINT BA/MS OR BS/MS PROGRAM

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. Although a student may receive a BA or BS in any field, a program of study other than Statistics is recommended.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, STAT 24400-24500 Statistical Theory and Methods I-II with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the Departmental Adviser for Majors and the College Joint Degree Program Adviser early in their third year. (For an appointment with the College Joint Degree Program Adviser, call the College Advising Reception Desk at 773.702.8615.)

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, STAT 24400-24500 Statistical Theory and Methods I-II and STAT 24610 Pattern Recognition, which are required for the MS in Statistics, could also be used to meet part of the requirements of a BA or BS program in Mathematics for courses outside of Mathematics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit www.stat.uchicago.edu/admissions/ms-degree.shtml.

MINOR PROGRAM IN STATISTICS

The focus in the minor is on statistical methodology, whereas the Statistics major has a substantial theoretical component. Students can begin the Statistics minor with either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods as their introductory course, which require just two or three quarters of calculus as prerequisites. STAT 24500 Statistical Theory and Methods II (but not STAT 24400 Statistical Theory and Methods I) may also be used to satisfy the introductory statistics requirement.

The minor in Statistics requires an introductory course, one course in applied regression analysis, one course in statistical methods, and two approved electives on statistical topics chosen to complement a student's major or personal interest.

Summary of Requirements

Introductory Statistics

One of the following: * 100

STAT 22000 Statistical Methods and Applications

STAT 23400 Statistical Models and Methods

STAT 24500 Statistical Theory and Methods II **

One applied regression course: 100

STAT 22400 Applied Regression Analysis

Three of the following topics courses: 300

STAT 22200 Linear Models and Experimental Design ***

STAT 22600 Analysis of Categorical Data ***

STAT 22700 Biostatistical Methods ***

STAT 24300 Numerical Linear Algebra **

STAT 24610 Pattern Recognition **

STAT 26100 Time Dependent Data

STAT 26700 History of Statistics

STAT 27400 Nonparametric Inference

STAT 31900 Causal Inference

STAT 35000 Principles of Epidemiology

STAT 35201 Introduction to Clinical Trials

STAT 35600 Applied Survival Analysis

STAT 35700 Epidemiologic Methods

STAT 35800 Statistical Applications

STAT 36900 Applied Longitudinal Data Analysis

SOCI 30112 Applications of Hierarchical Linear Models

HSTD 35100 Health Services Research Methods

Total Units 500

* Only one introductory course may be included in the statistics minor. Further, if the introductory course is a required component of a student's major or if AP credit for STAT 22000 Statistical Methods and Applications is used to satisfy the introductory course requirement, then one additional statistical topics course must be chosen to complete the minimum five-course requirement for the minor in Statistics.

** These courses have mathematical prerequisites at a level above that of MATH 13300 Elementary Functions and Calculus III, MATH 15300 Calculus III, or MATH 16300 Honors Calculus III.

*** At least one of the three topics courses must be STAT 22200 Linear Models and Experimental Design, STAT 22600 Analysis of Categorical Data, or STAT 22700 Biostatistical Methods. NOTE: Students may not include both STAT 22600 Analysis of Categorical Data and STAT 22700 Biostatistical Methods in the minor.

The topics courses on the list above are approved for the Statistics minor. Students may petition the Departmental Adviser for Minors for approval of another course. Such courses must have a minimum statistics prerequisite of STAT 22000 Statistical Methods and Applications or equivalent.

The following Statistics courses may not be included in a Statistics minor: STAT 20000 Elementary Statistics, STAT 24400 Statistical Theory and Methods I, STAT 25100 Introduction to Mathematical Probability, STAT 25300 Introduction to Probability Models, or any graduate courses in probability.

Any prerequisite mathematics courses needed are not a part of the Statistics minor and may be counted toward a major or toward general education requirements. If STAT 24500 Statistical Theory and Methods II is used as the introductory course in the Statistics minor, then the prerequisite STAT 24400 Statistical Theory and Methods I may not be counted toward the Statistics minor, but may be counted toward another major.

Students who elect the minor program in Statistics must meet with the Departmental Adviser for Minors before the end of Spring Quarter of their third year to declare their intention to complete the minor. Courses for the minor are chosen in consultation with the Departmental Adviser for Minors. The approval for the minor program signed by the Departmental Adviser for Minors should be submitted to a student's College Adviser by the deadline above on the Consent to Complete a Minor Program Form obtained from the College Advisers office or website.

Courses in the minor may not be double-counted toward the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades and students must receive a grade of C- or higher in each course taken for the minor. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

STATISTICS COURSES

STAT 20000. Elementary Statistics. 100 Units.

This course introduces statistical concepts and methods for the collection, presentation, analysis, and interpretation of data. Elements of sampling, simple techniques for analysis of means, proportions, and linear association are used to illustrate both effective and fallacious uses of statistics.

Terms Offered: Autumn, Winter, Spring

Note(s): This course is recommended for students who do not plan to take advanced statistics courses, and it may not be used in the statistics major. It is not open to students with credit for STAT 22000 or 23400 who matriculated in the College after August 2008. This course meets one of the general education requirements in the mathematical sciences.

STAT 22000. Statistical Methods and Applications. 100 Units.

This course introduces statistical techniques and methods of data analysis, including the use of computers. Examples are drawn from the biological, physical, and social sciences. Students are required to apply the techniques discussed to data drawn from actual research. Topics include data description, graphical techniques, exploratory data analyses, random variation and sampling, one- and two-sample problems, analysis of variance, linear regression, and analysis of discrete data.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Two quarters of calculus

Note(s): Students who matriculate in the College after August 2008 may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation.

Equivalent Course(s): HDCP 22050

STAT 22200. Linear Models and Experimental Design. 100 Units.

This course covers principles and techniques for the analysis of experimental data and the planning of the statistical aspects of experiments. Topics include linear models; analysis of variance; randomization, blocking, and factorial designs; confounding; and incorporation of covariate information.

Terms Offered: Spring

Prerequisite(s): STAT 22000 or 23400 or 24500

STAT 22400. Applied Regression Analysis. 100 Units.

This course introduces the methods and applications of fitting and interpreting multiple regression models. The primary emphasis is on the method of least squares and its many varieties. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, the use of dummy variables, tests of fit, nonlinear models, biases due to excluded variables and measurement error, and the use and interpretation of computer package regression programs. The techniques discussed are illustrated by many real examples involving data from both the natural and social sciences. Matrix notation is introduced as needed.

Terms Offered: Autumn

Prerequisite(s): STAT 22000 or 23400 or 24500 or HSTD 32100

Equivalent Course(s): HSTD 32400

STAT 22600. Analysis of Categorical Data. 100 Units.

This course covers statistical methods for the analysis of structured, counted data. Topics may include Poisson, multinomial, and product-multinomial sampling models; chi-square and likelihood ratio tests; log-linear models for cross-classified counted data, including models for data with ordinal categories and log-multiplicative models; logistic regression and logit linear models; and measures of association. Applications in the social and biological sciences are considered, and the interpretation of models and fits, rather than mathematical details of computational procedures, is emphasized.

Terms Offered: Winter

Prerequisite(s): STAT 22000 or 23400 or 24500

Equivalent Course(s): HSTD 32600

STAT 22700. Biostatistical Methods. 100 Units.

This course is designed to provide students with tools for analyzing categorical, count, and time-to-event data frequently encountered in medicine, public health, and related biological and social sciences. This course emphasizes application of the methodology rather than statistical theory (e.g., recognition of the appropriate methods; interpretation and presentation of results). Methods covered include contingency table analysis, Kaplan-Meier survival analysis, Cox proportional-hazards survival analysis, logistic regression, and Poisson regression.

Instructor(s): H. Cao Terms Offered: Winter

Prerequisite(s): HSTD 32400, STAT 22400 or STAT 24500 or equivalent or consent of instructor.

Equivalent Course(s): HSTD 32700

STAT 23400. Statistical Models and Methods. 100 Units.

This course is recommended for students throughout the natural and social sciences who want a broad background in statistical methodology and exposure to probability models and the statistical concepts underlying the methodology. Probability is developed for the purpose of modeling outcomes of random phenomena. Random variables and their expectations are studied; including means and variances of linear combinations and an introduction to conditional expectation. Binomial, Poisson, normal and other standard probability distributions are considered. Some probability models are studied mathematically, and others are studied via simulation on a computer. Sampling distributions and related statistical methods are explored mathematically, studied via simulation, and illustrated on data. Methods include, but are not limited to, inference for means and variances for one- and two-sample problems, correlation, and simple linear regression. Graphical description and numerical data description are used for exploration, communication of results, and comparing mathematical consequences of probability models and data. Mathematics employed is to the level of univariate calculus, but it is less demanding than that required by STAT 24400.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): MATH 13300, 15300, or 16300

Note(s): Students who matriculate in the College after August 2008 may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation.

STAT 24300. Numerical Linear Algebra. 100 Units.

This course is devoted to the basic theory of linear algebra and its significant applications in scientific computing. The main objective is to provide a working knowledge of linear algebra and matrix computation suitable for advanced studies in which numerical methods are in demand, such as in statistics, econometrics, and scientific data organization and computation. Topics covered will include: Gaussian elimination, LU decomposition, vector spaces, linear transformations and their matrix representations, orthogonality and projections, QR factorization, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, Cholesky decomposition, and Singular Value Decomposition. In addition, students will program in MATLAB or R using basic algorithms for linear systems, eigenvalue problem, matrix factorization, and sensitivity analysis.

Terms Offered: Autumn

Prerequisite(s): Multivariate calculus (MATH 19520 or 20000, or equivalent)

Equivalent Course(s): STAT 30750

STAT 24400-24500. Statistical Theory and Methods I-II.

This course is a systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. The first quarter covers tools from probability and the elements of statistical theory. Topics include the definitions of probability and random variables, binomial and other discrete probability distributions, normal and other continuous probability distributions, joint probability distributions and the transformation of random variables, principles of inference (including Bayesian inference), maximum likelihood estimation, hypothesis testing and confidence intervals, likelihood ratio tests, multinomial distributions, and chi-square tests. Examples are drawn from the social, physical, and biological sciences. The coverage of topics in probability is limited and brief, so students who have taken a course in probability find reinforcement rather than redundancy. The second quarter covers statistical methodology, including the analysis of variance, regression, correlation, and some multivariate analysis. Some principles of data analysis are introduced, and an attempt is made to present the analysis of variance and regression in a unified framework. Computers are used in the second quarter.

STAT 24400. Statistical Theory and Methods I. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent)

Note(s): Some previous experience with statistics and/or probability and linear algebra helpful but not required.

STAT 24500. Statistical Theory and Methods II. 100 Units.

Terms Offered: Winter, Spring

Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent) and linear algebra (MATH 19620 or 25500 or STAT 24300 or equivalent)

Note(s): Some previous experience with statistics and/or probability helpful but not required.

STAT 24500. Statistical Theory and Methods II. 100 Units.

Terms Offered: Winter, Spring

Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent) and linear algebra (MATH 19620 or 25500 or STAT 24300 or equivalent)

Note(s): Some previous experience with statistics and/or probability helpful but not required.

STAT 24610. Pattern Recognition. 100 Units.

This course treats statistical models and methods for pattern recognition and machine learning. Topics include a review of the multivariate normal distribution, graphical models, computational methods for inference in graphical models in particular the EM algorithm for mixture models and HMM's, and the sum-product algorithm. Linear discriminative analysis and other discriminative methods, such as decision trees and SVM's are covered as well.

Terms Offered: Spring

Prerequisite(s): Linear algebra at the level of STAT 24300. Knowledge of probability and statistical estimation techniques (e.g., maximum likelihood and linear regression) at the level of STAT 24400-24500

Equivalent Course(s): STAT 37500

STAT 25100. Introduction to Mathematical Probability. 100 Units.

This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.

Terms Offered: Spring

Prerequisite(s): MATH 20000 or 20500, or consent of instructor

STAT 25300. Introduction to Probability Models. 100 Units.

This course introduces stochastic processes as models for a variety of phenomena in the physical and biological sciences. Following a brief review of basic concepts in probability, we introduce stochastic processes that are popular in applications in sciences (e.g., discrete time Markov chain, the Poisson process, continuous time Markov process, renewal process and Brownian motion).

Terms Offered: Winter

Prerequisite(s): STAT 24400 or 25100

Equivalent Course(s): STAT 31700

STAT 26100. Time Dependent Data. 100 Units.

This course considers the modeling and analysis of data that are ordered in time.

The main focus is on quantitative observations taken at evenly spaced intervals and includes both time-domain and spectral approaches.

Terms Offered: Spring

Prerequisite(s): MATH 15300 and STAT 24400, STAT 24500 or 22400, or consent of instructor

Note(s): Some previous exposure to Fourier series is helpful but not required.

Equivalent Course(s): STAT 33600

STAT 26700. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories.

This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

Instructor(s): S. Stigler Terms Offered: Spring

Prerequisite(s): Prior statistics course

Equivalent Course(s): CHSS 32900, HIPS 25600, STAT 36700

STAT 27400. Nonparametric Inference. 100 Units.

Nonparametric inference is about developing statistical methods and models that make weak assumptions. A typical nonparametric approach estimates a nonlinear function from an infinite dimensional space rather than a linear model from a finite dimensional space. This course gives an introduction to nonparametric inference, with a focus on density estimation, regression, confidence sets, orthogonal functions, random processes, and kernels. The course treats nonparametric methodology and its use, together with theory that explains the statistical properties of the methods.

Terms Offered: Winter

Prerequisite(s): STAT 22400 or 24400

Equivalent Course(s): STAT 37400

STAT 27725. Machine Learning. 100 Units.

forthcoming

Terms Offered: Winter

Prerequisite(s): CMSC 15300, CMSC 15400

STAT 29700. Undergraduate Research. 100 Units.

This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member. A written report must be submitted at the end of the quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors

Note(s): Students are required to submit the College Reading and Research Course Form. Open to all students, including nonmajors. May be taken either for quality grades or for P/F grading.

STAT 29900. Bachelor's Paper. 100 Units.

This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member, leading to a bachelor's paper. The paper must be submitted at the end of the quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors

Note(s): Students are required to submit the College Reading and Research Course Form. Open only to students who are majoring in statistics. May be taken for P/F grading. Credit for STAT 29900 may not be counted toward the twelve courses required for a major in statistics.

STAT 30100. Mathematical Statistics I. 100 Units.

This course is part of a two-quarter sequence on the theory of statistics. Topics will include exponential, curved exponential, and location-scale families; mixtures, hierarchical and conditional modeling including compatibility of conditional distributions; multivariate normal and joint distributions of quadratic forms of multivariate normal; principles of estimation; identifiability, sufficiency, minimal sufficiency, ancillarity, completeness; properties of the likelihood function and likelihood-based inference, both univariate and multivariate, including examples in which the usual regularity conditions do not hold; multivariate information inequality. Part of the course will be devoted to elementary asymptotic methods that are useful in the practice of statistics, including methods to derive asymptotic distributions of various estimators and test statistics, such as Pearson's chi-square, standard and nonstandard asymptotics of maximum likelihood estimators, asymptotics of order statistics and extreme order statistics, Cramer's theorem including situations in which the second-order term is needed, asymptotic efficiency. Other topics (e.g., methods for dependent observations) may be covered if time permits.

Terms Offered: Winter

Prerequisite(s): STAT 30400 or consent of instructor

STAT 30200. Mathematical Statistics II. 100 Units.

This course continues the development of Mathematical Statistics, with an emphasis on Bayesian inference. Topics include Bayesian Inference and Computation, Frequentist Inference, Decision theory, admissibility and Stein's paradox, the Likelihood principle, Exchangeability and De Finetti's theorem, multiple comparisons and False Discovery Rates. The mathematical level will generally be at that of an easy advanced calculus course. We will assume familiarity with standard statistical distributions (e.g., Normal, Poisson, Binomial, Exponential), with the laws of probability, expectation, conditional expectation, etc. Concepts will be illustrated mainly by instructive "toy" examples, where calculations can be done by hand. However, we will also study more complex, practical applications of Bayesian statistics. Although some basic methods of computation will be discussed, the primary focus will be on concepts and not on computation.

Terms Offered: Spring

Prerequisite(s): STAT 30400 or consent of instructor

STAT 30400. Distribution Theory. 100 Units.

This course is a systematic introduction to random variables and probability distributions. Topics include standard distributions (i.e., uniform, normal, beta, gamma, F , t , Cauchy, Poisson, binomial, and hypergeometric); moments and cumulants; characteristic functions; exponential families; modes of convergence; central limit theorem; and Laplace's method.

Terms Offered: Autumn

Prerequisite(s): STAT 24500 and MATH 20500, or consent of instructor

STAT 30600. Advanced Statistical Inference-1. 100 Units.

The course is concerned with statistical inference in high-dimensional settings, which has been one of the dominant themes of statistical research in the last decade. The objective is to get an understanding of theoretical underpinnings as well as computational aspects of the methods that have been developed. Additional topics include other regularization methods and other models (e.g., generalized linear models, graphical models).

Terms Offered: Autumn

Prerequisite(s): Consent of instructor

STAT 30750. Numerical Linear Algebra. 100 Units.

This course is devoted to the basic theory of linear algebra and its significant applications in scientific computing. The main objective is to provide a working knowledge of linear algebra and matrix computation suitable for advanced studies in which numerical methods are in demand, such as in statistics, econometrics, and scientific data organization and computation. Topics covered will include: Gaussian elimination, LU decomposition, vector spaces, linear transformations and their matrix representations, orthogonality and projections, QR factorization, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, Cholesky decomposition, and Singular Value Decomposition. In addition, students will program in MATLAB or R using basic algorithms for linear systems, eigenvalue problem, matrix factorization, and sensitivity analysis.

Terms Offered: Autumn

Prerequisite(s): Multivariate calculus (MATH 19520 or 20000, or equivalent)

Equivalent Course(s): STAT 24300

STAT 30800. Advanced Statistical Inference-2. 100 Units.

This course will discuss the following topics in high-dimensional statistical inference: random matrix theory and asymptotics of its eigen-decompositions, estimation and inference of high-dimensional covariance matrices, large dimensional factor models, multiple testing and false discovery control and high-dimensional semiparametrics. On the methodological side, probability inequalities, including exponential, Nagaev, and Rosenthal-type inequalities will be introduced.

Terms Offered: Winter

Prerequisite(s): STAT 30200 or consent of instructor

STAT 30900. Mathematical Computation I: Matrix Computation Course. 100 Units.

A broad overview of numerical linear algebra from classical methods to the state-of-the-art. The main objects of interest are real- or complex-valued matrices, which may come from differential operators, integral transforms, bilinear and quadratic forms, boundary and coboundary maps, Markov chains, graphs, metrics, correlations, hyperlink structures, cell phone signals, DNA microarray measurements, movie ratings by viewers, friendship relations in social networks, and so on.

Terms Offered: Autumn

Prerequisite(s): Linear algebra (STAT 24300 or equivalent) and some previous experience with statistics

Equivalent Course(s): CMSC 37810

STAT 31015. Mathematical Computation IIA: Convex Optimization. 100 Units.

The course covers the fundamentals of convex optimization with applications to problems in science, medicine, and engineering, including linear programming, geometric programming, second-order cone programming, semidefinite programming, and linearly and quadratically constrained quadratic programming. The last part of the course examines the generalized moment problem, a singularly powerful technique that allows one to encode all kinds of problems (in probability, statistics, control theory, financial mathematics, signal processing, etc) and solve them or their relaxations as convex optimization problems.

Terms Offered: Winter

Prerequisite(s): STAT 30900/CMSC 37810

STAT 31020. Mathematical Computation IIB: Nonlinear Optimization. 100 Units.

This course covers the fundamentals of continuous optimization with an emphasis on algorithmic and computational issues. The course starts with the study of optimality conditions and techniques for unconstrained optimization, covering line search and trust region approaches, and addressing both factorization-based and iterative methods for solving the subproblems. The Karush-Kuhn-Tucker conditions for general constrained and nonconvex optimization are then discussed and used to define algorithms for constrained optimization including augmented Lagrangian, interior-point and (if time permits) sequential quadratic programming. Iterative methods for large sparse problems, with an emphasis on projected gradient methods, will be presented. Several substantial programming projects (using MATLAB and aiming at both data-intensive and physical sciences applications) are completed during the course.

Terms Offered: Winter

Prerequisite(s): STAT 30900/CMSC 37810

STAT 31100. Mathematical Computation III: Numerical Methods for PDE's. 100 Units.

The first part of this course introduces basic properties of PDE's; finite difference discretizations; and stability, consistency, convergence, and Lax's equivalence theorem. We also cover examples of finite difference schemes; simple stability analysis; convergence analysis and order of accuracy; consistency analysis and errors (i.e., dissipative and dispersive errors); and unconditional stability and implicit schemes. The second part of this course includes solution of stiff systems in 1, 2, and 3D; direct vs. iterative methods (i.e., banded and sparse LU factorizations); and Jacobi, Gauss-Seidel, multigrid, conjugate gradient, and GMRES iterations..

Terms Offered: Spring

Prerequisite(s): Some prior exposure to differential equations and linear algebra
Equivalent Course(s): CMSC 37812

STAT 31200. Introduction to Stochastic Processes I. 100 Units.

This course introduces stochastic processes not requiring measure theory. Topics include branching processes, recurrent events, renewal theory, random walks, Markov chains, Poisson, and birth-and-death processes.

Prerequisite(s): STAT 25100 and MATH 20500; STAT 30400 or consent of instructor

STAT 31300. Introduction to Stochastic Processes II. 100 Units.

Topics include continuous-time Markov chains, Markov chain Monte Carlo, discrete-time martingales, and Brownian motion and diffusions. Our emphasis is on defining the processes and calculating or approximating various related probabilities. The measure theoretic aspects of these processes are not covered rigorously.

Terms Offered: Spring

Prerequisite(s): STAT 31200 or consent of instructor

Note(s): Not offered in 2013-14

STAT 31510. Stochastic Simulation I. 100 Units.

This class primarily concerns the design and analysis of Monte Carlo sampling techniques for the estimation of averages with respect to high dimensional probability distributions. Standard simulation tools such as importance sampling, Metropolis-Hastings, Langevin dynamics, and hybrid Monte Carlo will be introduced along with basic theoretical concepts regarding their convergence to equilibrium. The class will explore applications of these methods in Bayesian statistics and machine learning as well as to other simulation problems arising in the physical and biological sciences. Particular attention will be paid to the major complicating issues like conditioning (with analogies to optimization) and rare events and methods to address them.

Terms Offered: Spring

STAT 31520. Stochastic Simulation II. 100 Units.

This course concerns the estimation of the dynamic properties of time-dependent stochastic systems. The class will begin with an introduction to the numerical simulation of continuous time Markov processes including the discretization of stochastic (and ordinary) differential equations. Problems associated with multiple time scales will be discussed along with methods to address them (implicit discretizations, multiscale methods and dimensional reduction). The class will also cover interacting particle methods and other techniques for the efficient simulation of dynamical rare events.

Terms Offered: Autumn

Note(s): Not offered in 2013-14

STAT 31700. Introduction to Probability Models. 100 Units.

This course introduces stochastic processes as models for a variety of phenomena in the physical and biological sciences. Following a brief review of basic concepts in probability, we introduce stochastic processes that are popular in applications in sciences (e.g., discrete time Markov chain, the Poisson process, continuous time Markov process, renewal process and Brownian motion).

Terms Offered: Winter

Prerequisite(s): STAT 24400 or 25100

Equivalent Course(s): STAT 25300

STAT 31900. Causal Inference. 100 Units.

This course is designed for graduate students and advanced undergraduate students from social sciences, health science, public policy, and social services administration who will be or are currently involved in quantitative research and are interested in studying causality. The course begins by introducing Rubin's causal model. A major emphasis will be placed on conceptualizing causal questions including intent-to-treat effect, differential treatment effect, mediated treatment effect, and cumulative treatment effect. In addition to comparing alternative experimental, quasi-experimental, and non-experimental designs, we will clarify the assumptions under which a causal effect can be identified and estimated from non-experimental data. Students will become familiar with causal inference techniques suitable for evaluating binary treatments, concurrent multi-valued treatments, continuous treatments, or time-varying treatments in quasi-experimental or non-experimental data. These include propensity score matching and stratification, inverse-probability-of-treatment weighting (IPTW) and marginal mean weighting through stratification (MMW-S), regression discontinuity design, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and conducting causal comparative studies. (M)

Instructor(s): G. Hong Terms Offered: Autumn

Prerequisite(s): Intermediate Statistics

Note(s): Graduate course open to advanced undergraduates. Not offered in the 2013-2014 academic year.

Equivalent Course(s): CHDV 30102

STAT 32400. Probability and Statistics. 100 Units.

This Ph.D.-level course (in addition to BUSF 41902/STAT 32500) provides a thorough introduction to Classical and Bayesian statistical theory. The two-quarter sequence provides the necessary probability and statistical background for many of the advanced courses in the Chicago Booth curriculum. The central topic is probability. Basic concepts in probability are covered. An introduction to martingales is given. Homework assignments are given throughout the quarter.

Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: <http://boothportal.chicagobooth.edu/portal/server.pt/community/course>

Terms Offered: Autumn

Prerequisite(s): One year of calculus

Equivalent Course(s): BUSF 41901

STAT 32500. Statistical Inference. 100 Units.

This Ph.D.-level course is the second in a two-quarter sequence with Business 41901/Statistics 32400. The central topic is statistical inference. The course will focus on inference issues in a variety of linear models. The key models that will be covered are the linear regression model, linear panel data models, and the linear instrumental variable model. The focus of the course will be on developing tools for performing classical inference within these models. We will cover basic asymptotic theory, estimation of covariance matrices allowing for heteroskedasticity and dependence, and the bootstrap. The basics of generalized method of moments will be covered in the context of the linear instrumental variables model. There will also be some discussion of Bayesian inference and finite-sample classical inference.

Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: <http://boothportal.chicagobooth.edu/portal/server.pt/community/course>

Terms Offered: Winter

Prerequisite(s): BUSF 41901/STAT 32400

Equivalent Course(s): BUSF 41902

STAT 32600. Marketing Topics: Bayesian Applications in Marketing and Micro Econometrics. 100 Units.

This course covers some key topics at the research frontier in quantitative marketing. We formulate and estimate models of consumer decision-making, and then explore the normative and positive consequences of the inferred consumer behavior for optimal marketing decisions and market structure. Topics include: Foundations of demand modeling, measurement of consumer heterogeneity, the origin and evolution of preferences, state dependence in demand, dynamic discrete choice models, learning and memory models, storable goods demand, diffusion models and durable goods demand, stated choice models, advertising dynamics, and search and shopping behavior.

Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: <http://boothportal.chicagobooth.edu/portal/server.pt/community/course>

Terms Offered: Spring

Equivalent Course(s): BUSF 37904

STAT 32900. Applied Multivariate Analysis. 100 Units.

The course will introduce the basic theory and applications for analyzing multi-dimensional data. Topics include multivariate distributions, Gaussian models, multivariate statistical inferences and applications, classifications, cluster analysis, and dimension reduction methods.

Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: <http://boothportal.chicagobooth.edu/portal/server.pt/community/course>

Terms Offered: Spring

Prerequisite(s): BUSF 41901/STAT 32400 or BUSF 41902/STAT 32500 or equivalent courses

Equivalent Course(s): BUSF 41912

STAT 33100. Sample Surveys. 100 Units.

This course covers random sampling methods; stratification, cluster sampling, and ratio estimation; and methods for dealing with nonresponse and partial response.

Terms Offered: Autumn

Prerequisite(s): Consent of instructor

STAT 33500. Time-Series Analysis/Forecast. 100 Units.

Forecasting plays an important role in business planning and decision-making. This Ph.D.-level course discusses linear time series models that have been widely used in business and economic data analysis and forecasting. Both theory and methods of the models are discussed. Real examples are used throughout the course to illustrate applications. The topics covered include: (1) stationary and unit-root non-stationary processes; (2) linear dynamic models, including autoregressive integrated moving average models; (3) model building and data analysis; (4) prediction and forecasting evaluation; (5) asymptotic theory for estimation including unit-root theory; (6) transfer function (distributed lag) models; (7) regression model with time series errors; (8) structural changes and outlier detection; (9) state-space models and Kalman filter; and (10) nonlinear models if time permits.

Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: <http://boothportal.chicagobooth.edu/portal/server.pt/community/course>

Terms Offered: Winter

Prerequisite(s): BUSF 41901/STAT 32400 or instructor consent

Equivalent Course(s): BUSF 41910

STAT 33560. Chaos and Predictability. 100 Units.

This course provides an introduction to the analysis both of nonlinear dynamical systems and of actual systems best described by nonlinear models. A geometric view of linear and nonlinear time series analysis is developed. Mathematical chaos will be defined and then used to exemplify the strengths, weaknesses and risks of applying linear intuitions in a nonlinear context. Prediction, predictability, forecast evaluation will also be considered in this context. The student will develop a software toolkit for the analysis and modelling, questions of which methods to employ (linear/non-linear, deterministic/stochastic). The efficacy of modern methods applied to more tractable mathematical systems is contrasted with their application to the analysis and prediction of actual time series of observations. Options for dealing with the fundamental limitations of applied analysis due to model inadequacy are compared.

Terms Offered: Winter

Prerequisite(s): STAT 24500 or equivalent (can be taken concurrently)

Note(s): Not offered in 2013-14

STAT 33600. Time Dependent Data. 100 Units.

This course considers the modeling and analysis of data that are ordered in time. The main focus is on quantitative observations taken at evenly spaced intervals and includes both time-domain and spectral approaches.

Terms Offered: Spring

Prerequisite(s): MATH 15300 and STAT 24400, STAT 24500 or 22400, or consent of instructor

Note(s): Some previous exposure to Fourier series is helpful but not required.

Equivalent Course(s): STAT 26100

STAT 33610. Asymptotics for Time Series. 100 Units.

This course will present a systematic asymptotic theory for time series analysis. In particular, the class will discuss asymptotics for sample mean, sample variances, banded covariance matrices estimates, inference of trends, periodograms, spectral density estimates, quantile estimation, nonparametric estimates, VaR and long-range dependent processes. Some asymptotic theory for non-stationary processes and functional linear models will also be presented.

Terms Offered: Autumn

Prerequisite(s): BUSF 30200 and STAT 31300 or consent of instructor

STAT 33700. Multivariate Time Series Analysis. 100 Units.

This course investigates the dynamic relationships between variables. It starts with linear relationships between two variables, including distributed-lag models and detection of unidirectional dependence (Granger causality). Nonlinear and time-varying relationships are also discussed. Dynamic models discussed include vector autoregressive models, vector autoregressive moving-average models, co-integration and error-correction models, state-space models, dynamic factor models, and multivariate volatility models. The course also addresses impulse response function, structural specification, co-integration tests, least squares estimates, maximum likelihood estimates, structural changes, recursive estimation, and Markov Chain Monte Carlo estimation. Empirical data analysis is an integral part of the course. Students are expected to analyze many real data sets. The main software package used in the course is R, but students may use their own software if preferred.

Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: <http://boothportal.chicagobooth.edu/portal/server.pt/community/course>

Terms Offered: Spring

Prerequisite(s): BUSF 41910/STAT 33500

Equivalent Course(s): BUSF 41914

STAT 33970. Statistics of High-Frequency Financial Data. 100 Units.

This course is an introduction to the econometric analysis of high-frequency financial data. This is where the stochastic models of quantitative finance meet the reality of how the process really evolves. The course is focused on the statistical theory of how to connect the two, but there will also be some data analysis. With some additional statistical background (which can be acquired after the course), the participants will be able to read articles in the area. The statistical theory is longitudinal, and it thus complements cross-sectional calibration methods (implied volatility, etc.). The course also discusses volatility clustering and market microstructure.

Terms Offered: Spring

Prerequisite(s): STAT 39000/FINM 34500, also some statistics/econometrics background as in STAT 24400–24500, or FINM 33150 and FINM 33400, or equivalent, or consent of instructor.

Equivalent Course(s): FINM 33170

STAT 34300. Applied Linear Statistical Methods. 100 Units.

This course introduces the theory, methods, and applications of fitting and interpreting multiple regression models. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, nonlinear models, biases due to excluded variables and measurement error, and the use and interpretation of computer package regression programs. The theoretical basis of the methods, the relation to linear algebra, and the effects of violations of assumptions are studied. Techniques discussed are illustrated by examples involving both physical and social sciences data.

Terms Offered: Autumn

Prerequisite(s): STAT 24500 or equivalent, and linear algebra (STAT 24300 or equivalent)

STAT 34500. Design and Analysis of Experiments. 100 Units.

This course introduces the methodology and application of linear models in experimental design. We emphasize the basic principles of experimental design (e.g., blocking, randomization, incomplete layouts). Many of the standard designs (e.g., fractional factorial, incomplete block, split unit designs) are studied within this context. The analysis of these experiments is developed as well, with particular emphasis on the role of fixed and random effects.

Terms Offered: Winter

Prerequisite(s): STAT 34300

STAT 34700. Generalized Linear Models. 100 Units.

This applied course covers factors, variates, contrasts, and interactions; exponential-family models (i.e., variance function); definition of a generalized linear model (i.e., link functions); specific examples of GLMs; logistic and probit regression; cumulative logistic models; log-linear models and contingency tables; inverse linear models; Quasi-likelihood and least squares; estimating functions; and partially linear models.

Terms Offered: Spring

Prerequisite(s): STAT 34300 or consent of instructor

STAT 35000. Principles of Epidemiology. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Instructor(s): L. Kurina Terms Offered: Autumn

Prerequisite(s): Introductory statistics recommended or Consent of Instructor
Equivalent Course(s): HSTD 30900, BIOS 29318, ENST 27400, PPHA 36400

STAT 35201. Introduction to Clinical Trials. 100 Units.

This course will review major components of clinical trial conduct, including the formulation of clinical hypotheses and study endpoints, trial design, development of the research protocol, trial progress monitoring, analysis, and the summary and reporting of results. Other aspects of clinical trials to be discussed include ethical and regulatory issues in human subjects research, data quality control, meta-analytic overviews and consensus in treatment strategy resulting from clinical trials, and the broader impact of clinical trials on public health.

Instructor(s): J. Dignam Terms Offered: Spring

Prerequisite(s): HSTD 32100 or STAT 22000; Introductory Statistics or Consent of Instructor

Note(s): Not offered in 2012-13

STAT 35400. Gene Regulation. 100 Units.

This course covers the fundamental theory of gene expression in prokaryotes and eukaryotes through lectures and readings in the primary literature. Natural and synthetic genetic systems arising in the context of *E. coli* physiology and *Drosophila* development will be used to illustrate fundamental biological problems together with the computational and theoretical tools required for their solution. These tools include large-scale optimization, image processing, ordinary and partial differential equations, the chemical Langevin and Fokker-Planck equations, and the chemical master equation. A central theme of the class is the art of identifying biological problems which require theoretical analysis and choosing the correct mathematical framework with which to solve the problem.

Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): ECEV 35400, MGCB 35401

STAT 35500. Statistical Genetics. 100 Units.

This is an advanced course in statistical genetics. It is recommended that students have either Human Genetics 47100 or both STAT 24400 and 24500 as prerequisites. This is a discussion course and student presentations will be required. Topics vary and may include, but are not limited to, statistical problems in genetic association mapping, population genetics, microarray analysis, and genetic models for complex traits.

Terms Offered: Spring

Prerequisite(s): HGEN 47100, STAT 24400–24500 or equivalent recommended.

Students without this background should consult instructor.

STAT 35600. Applied Survival Analysis. 100 Units.

This course will provide an introduction to the principles and methods for the analysis of time-to-event data. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in industrial applications. While some theoretical statistical detail is given (at the level appropriate for a Master's student in statistics), the primary focus will be on data analysis. Problems will be motivated from an epidemiologic and clinical perspective, concentrating on the analysis of cohort data and time-to-event data from controlled clinical trials.

Instructor(s): H. Cao Terms Offered: Autumn

Prerequisite(s): HSTD 32100 or Stat 22000; introductory statistics or consent of instructor

Equivalent Course(s): HSTD 33100

STAT 35700. Epidemiologic Methods. 100 Units.

This course expands on the material presented in "Principles of Epidemiology," further exploring issues in the conduct of epidemiologic studies. The student will learn the application of both stratified and multivariate methods to the analysis of epidemiologic data. The final project will be to write the "specific aims" and "methods" sections of a research proposal on a topic of the student's choice.

Instructor(s): D. Huo Terms Offered: Winter

Prerequisite(s): HSTD 30700 or HSTD 30900 AND HSTD 32400 or applied statistics courses through multivariate regression.

Equivalent Course(s): HSTD 31001

STAT 35800. Statistical Applications. 100 Units.

This course provides a transition between statistical theory and practice. The course will cover statistical applications in medicine, mental health, environmental science, analytical chemistry, and public policy.

Lectures are oriented around specific examples from a variety of content areas.

Opportunities for the class to work on interesting applied problems presented by U of C faculty will be provided. Although an overview

of relevant statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied problems.

Instructor(s): R. Gibbons Terms Offered: Spring

Prerequisite(s): HSTD 32700/STAT 22700 or STAT 34700 or consent of instructor.

Note(s): Not offered in 2012-13

Equivalent Course(s): HSTD 33500

STAT 36700. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories.

This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

Instructor(s): S. Stigler Terms Offered: Spring

Prerequisite(s): Prior statistics course

Equivalent Course(s): STAT 26700, CHSS 32900, HIPS 25600

STAT 36900. Applied Longitudinal Data Analysis. 100 Units.

Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in studies in sociology and applied economics. This course will provide an introduction to the principles and methods for the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in epidemiology, clinical medicine, health services research, and disease natural history studies.

Instructor(s): R. Thisted Terms Offered: Autumn

Prerequisite(s): HSTD 32400/STAT 22400 or equivalent, AND HSTD 32600/STAT 22600 or HSTD 32700/STAT 22700 or equivalent; or consent of instructor.

Equivalent Course(s): HSTD 33300

STAT 37400. Nonparametric Inference. 100 Units.

Nonparametric inference is about developing statistical methods and models that make weak assumptions. A typical nonparametric approach estimates a nonlinear function from an infinite dimensional space rather than a linear model from a finite dimensional space. This course gives an introduction to nonparametric inference, with a focus on density estimation, regression, confidence sets, orthogonal functions, random processes, and kernels. The course treats nonparametric methodology and its use, together with theory that explains the statistical properties of the methods.

Terms Offered: Winter

Prerequisite(s): STAT 22400 or 24400

Equivalent Course(s): STAT 27400

STAT 37500. Pattern Recognition. 100 Units.

This course treats statistical models and methods for pattern recognition and machine learning. Topics include a review of the multivariate normal distribution, graphical models, computational methods for inference in graphical models in particular the EM algorithm for mixture models and HMM's, and the sum-product algorithm. Linear discriminative analysis and other discriminative methods, such as decision trees and SVM's are covered as well.

Terms Offered: Spring

Prerequisite(s): Linear algebra at the level of STAT 24300. Knowledge of probability and statistical estimation techniques (e.g., maximum likelihood and linear regression) at the level of STAT 24400-24500

Equivalent Course(s): STAT 24610

STAT 37601. Machine Learning and Large-Scale Data Analysis. 100 Units.

This course is an introduction to machine learning and the analysis of large data sets using distributed computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.

Instructor(s): J. Lafferty Terms Offered: Spring

Prerequisite(s): CMSC 15300 and 15400 (or CMSC 12200 and either STAT 22400 or STAT 24400), or consent of the instructor

Equivalent Course(s): CMSC 25025

STAT 37710. Machine Learning. 100 Units.

This course provides hands-on experience with a range of contemporary machine learning algorithms, as well as an introduction to the theoretical aspects of the subject. Topics covered include: the PAC framework, elements of computational learning theory, the VC dimension, boosting, Bayesian learning, graphical models, clustering, dimensionality reduction, linear classifiers, kernel methods including SVMs, and an introduction to statistical learning theory.

Terms Offered: Spring

Prerequisite(s): CMSC 25400 or consent of instructor.

Equivalent Course(s): CMSC 35400

STAT 37900. Computer Vision. 100 Units.

This course covers deformable models for detecting objects in images. Topics include one-dimensional models to identify object contours and boundaries; two-dimensional models for image matching; and sparse models for efficient detection of objects in complex scenes. Mathematical tools needed to define the models and associated algorithms are developed. Applications include detecting contours in medical images, matching brains, and detecting faces in images. Neural network implementations of some of the algorithms are presented, and connections to the functions of the biological visual system are discussed.

Instructor(s): Y. Amit

Equivalent Course(s): CMSC 35500, CMSC 25050

STAT 38100. Measure-Theoretic Probability I. 100 Units.

This course provides a detailed, rigorous treatment of probability from the point of view of measure theory, as well as existence theorems, integration and expected values, characteristic functions, moment problems, limit laws, Radon-Nikodym derivatives, and conditional probabilities.

Terms Offered: Winter

Prerequisite(s): STAT 31300 or consent of instructor

STAT 38300. Measure-Theoretic Probability III. 100 Units.

This course continues material covered in STAT 38100, with topics that include L_p spaces, Radon-Nikodym theorem, conditional expectation, and martingale theory.

Terms Offered: Spring

Prerequisite(s): STAT 38100

STAT 38500. Advanced Topics: Probability. 100 Units.

This course will include the following topics: continuous-time martingales, Brownian motion, Levy processes, Ito integral and stochastic calculus, and stochastic differential equations and diffusions. Topics may vary.

Terms Offered: Autumn

Equivalent Course(s): MATH 38509

STAT 38600. Topics in Stochastic Processes. 100 Units.

This will be a course in "high-dimensional" probability aimed at introducing some of the mathematics of empirical processes, concentration, Gaussian random fields, large random matrices, and compressed sensing.

Prerequisite(s): Basic probability and analysis, discrete-time martingales (STAT 30400 and 31300)

STAT 38650. Random Matrices and Related Topics. 100 Units.

This course will be an introduction to the spectral theory of large random matrices and related topics in probability. The first part of the course will be devoted to bulk spectral properties of Wigner and sample covariance matrices (that is, the empirical distribution of their eigenvalues), leading to the Wigner semi-circle law and the Marchenko-Pastur theorem. The second part will focus on the Gaussian orthogonal and unitary ensembles and on the distribution theory of the top eigenvalue (Tracy-Widom theory). This will lead to the study of orthogonal polynomials, Fredholm determinants, determinantal point processes, and Toeplitz matrices. Relationships to various combinatorial problems in probability, including asymmetric exclusion processes, last-passage percolation, and various stochastic models of growth and deposition, will be studied. Several other related topics may be discussed, depending on the interests and backgrounds of the audience and the instructor.

Note(s): Not offered in 2013-14

STAT 39000. Stochastic Calculus. 100 Units.

The course starts with a quick introduction to martingales in discrete time, and then Brownian motion and the Ito integral are defined carefully. The main tools of stochastic calculus (Ito's formula, Feynman-Kac formula, Girsanov theorem, etc.) are developed. The treatment includes discussions of simulation and the relationship with partial differential equations. Some applications are given to option pricing, but much more on this is done in other courses. The course ends with an introduction to jump process (Levy processes) and the corresponding integration theory.

Instructor(s): Greg Lawler Terms Offered: Winter

Equivalent Course(s): FINM 34500

STAT 39800. Field Research. Variable Units.

This Summer Quarter course offers graduate students in the Statistics Department the opportunity to apply statistics knowledge that they have acquired to a real industry or business situation. During the summer quarter in which they are registered for the course, students complete a paid or unpaid internship of at least six weeks. Prior to the start of the work experience, students secure faculty consent for an independent study project to be completed during the internship quarter.

Terms Offered: Summer only

Prerequisite(s): Consent of instructor and faculty advisor

STAT 39900. Master's Seminar. Variable Units.

This course is for Statistics Master's students to carry out directed reading or guided work on topics related to their Master's papers.

STAT 40100. Reading/Research: Statistics. Variable Units.

This course allows doctoral students to receive credit for advanced work related to their dissertation topics. Students register for one of the listed faculty sections with prior consent from the respective instructor. Students may work with faculty from other departments; however, they still must obtain permission from and register with one of the listed faculty members in the Department of Statistics.

Terms Offered: All quarters

Prerequisite(s): Consent of instructor

STAT 42500. Theoretical Neuroscience: Dynamics of Neurons and Networks. 100 Units.

This course will introduce students to basic models of neurons and neural networks. It will cover basic mathematical tools that are useful to analyze such models. The course will start by models of single neurons and synapses. It will then move to network models, and describe how external inputs, single neuron and synaptic dynamics shape the collective dynamics at the network level in various types of network architectures. The last part of the course will focus on how learning shapes the dynamics at the neuron and network levels.

Instructor(s): N. Brunel Terms Offered: Winter

Note(s): Consent of Instructor required

Equivalent Course(s): CPNS 35500

STAT 42600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.

This course will introduce students to basic models of neurons and neural networks. It will cover basic mathematical tools that are useful to analyze such models. The course will start by models of single neurons and synapses. It will then move to network models, and describe how external inputs, single neuron and synaptic dynamics shape the collective dynamics at the network level in various types of network architectures. The last part of the course will focus on how learning shapes the dynamics at the neuron and network levels.

Instructor(s): N. Brunel, S. Palmer Terms Offered: Spring.

Prerequisite(s): CPNS 35500

Equivalent Course(s): CPNS 35600

STAT 45800. Workshop on Collaborative Research in Statistics, Computing, and Science. 100 Units.

This course aims to bring together researchers with expertise in a variety of disciplines (statistics, computing, biology) to work together to produce solutions to a particular scientific problem. The problem we will focus on is identifying differences in the results of a high-throughput sequencing assay between groups of samples. No knowledge of this problem is assumed: it will be introduced in full at the start of the class, together with an outline for an initial proposed approach to addressing the problem. We will work together to implement, test, document and improve this proposed approach. It is expected that each student will bring one or more relevant skills to the table (see list below), as well as an enthusiasm to learn new relevant skills. An ambitious goal is that by the end of the class we will have functional and well-documented software implementing methods that work for the problem in hand. A less ambitious goal is that we will have learned something about the benefits and challenges of working together with people with different skill sets, as well as being exposed to an important type of data (high-throughput sequencing) that is likely to play a major role in biological sciences during the next decade.

Questions to the instructor: Matthew Stephens, mstephens@uchicago.edu

Here's a nonexhaustive list of relevant skills. It is expected that each student will have expertise in one or more of these, and enthusiasm to learn others (from each other!).

Statistics:

Wavelets

Generalized linear (mixed) models

Shrinkage

Hierarchical models

Bayesian methods

Statistical Computing:

R programming

R package writing

R vignettes interfacing R with C++

Computing:

scripting languages (e.g., Perl, Python)

C++

Version control and software sharing (git)

Other software engineering practices I may not know about!

Bioinformatics:

Tools for dealing with high-throughput sequence data

BAM file, SAM files etc

Biological Assays:

DNase-seq

ChIP-seq

RNA-seq

Terms Offered: Winter



THEATER AND PERFORMANCE STUDIES

PROGRAM OF STUDY

Theater and Performance Studies (TAPS) seeks to animate the intersection of theory and practice in the arts. The program is comparative in multiple ways, requiring its students to acquire facility in the practice of two media (e.g., theater, film, video, dance, music, creative writing) while gaining fluency in the critical analysis of those media. To this end, students receive training in both performance practice and analysis, acquiring the fundamental tools for artistic creation while developing a nuanced and sophisticated vocabulary with which to analyze creativity. In this way, the program aims to contest the ready separation of academic theory and artistic practice or, for that matter, theorists and practitioners.

The program is designed to be flexible (to afford students as much latitude as possible in pursuing their particular interests) and exacting (to guarantee the development of comparative practical skills and rigorous analytic capacities). Students should work closely with the Director of Undergraduate Studies and with the preceptor assigned to the program in order to shape an individual course of study that reflects the student's interests while fulfilling the program's interdisciplinary and comparative requirements. The student's faculty adviser on the BA project (see below) will provide additional direction during the senior year.

Students in other fields of study may also complete a minor in TAPS. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students in the TAPS program must meet the following requirements:

1. Six courses in theory and analysis, encompassing the history, theory, aesthetics, and analysis of theatrical and/or performance practice. These courses in the theory and analysis rubric may be selected from the TAPS course offerings listed below or from related course offerings in the College. Ideally, at least four of these courses will be taken from members of the faculty or resource faculty in TAPS. Course selection is subject to the approval of the Director of Undergraduate Studies.
2. Six courses in artistic practice. Of these, no more than four will include the student's primary medium; at least two will include a qualitatively different medium. Many of these courses will be found in the practical course offerings of TAPS listed below, as well as the course offerings in the Committee on Cinema and Media Studies, the Committee on Creative Writing, the Department of Visual Arts, and the Department of Music, among others. Students may need to supplement these course offerings with individually designed "reading" courses. Here, too, the student undertakes course selection in consultation with, and subject to the approval of, the Director of Undergraduate Studies.

3. One course (TAPS 29800 Theater and Performance Studies BA Colloquium) devoted to the preparation of the BA project to be taken in the student's fourth year.

BA Project

As the culmination of an undergraduate program combining aesthetic theory and practice, BA projects in Theater and Performance Studies will encompass both performance of an original work (e.g., staged reading, site-specific installation, solo performance, choreography) and analysis (e.g., BA paper).

The first step in the BA process takes the form of a critical paper which serves as the foundation for the final BA paper. Students complete a documentation of the performance including a theoretical component. The length of the critical paper varies (i.e., dance may be fewer pages than a full length play).

BA project proposals are developed by the student in consultation with the Director of Undergraduate Studies, subject to the approval of the Chair of Theater and Performance Studies, and supervised by a faculty member. Selecting a BA project adviser from the core and resource faculty in TAPS is encouraged but not required.

A preceptor (typically a lecturer with professional experience) assigned to the program will serve as a supplementary adviser for all BA projects, working with students on the mechanics of writing and providing tutorial assistance.

The problems addressed and encountered in the BA project will be further explored in the TAPS 29800 Theater and Performance Studies BA Colloquium taken during the student's fourth year. TAPS 29800 extends over two quarters; students receive one course credit and one grade. Deadlines for the BA project, assuming spring graduation date, are as follows: a completed draft of the creative project by the end of Winter Quarter; the final draft by Friday of fifth week in Spring Quarter for honors consideration and by Friday of eighth week in Spring Quarter for graduation.

The Chair of TAPS and the Director of Undergraduate Studies will jointly coordinate the evaluation of BA projects as a final degree requirement, in consultation with the faculty adviser and preceptor assigned to each case, and will report recommendations to the Associate Dean and Master of the Humanities Collegiate Division as to any recommendation concerning honors.

SUMMARY OF REQUIREMENTS

Six theory and analysis courses	600
Six artistic practice courses	600
TAPS 29800 Theater and Performance Studies BA Colloquium	100
<hr/> Total Units	<hr/> 1300

Application

Students wishing to enter the program should consult with the Director of Undergraduate Studies in Spring Quarter of their first year or as soon as possible thereafter. Students apply to the program by the beginning of Spring Quarter of their second year or, in extraordinary circumstances, no later than the end of

Autumn Quarter of their third year. Participation in the program must be approved by the Director of Undergraduate Studies before declaring the major. TAPS majors will be added to the TAPS listhost.

GRADING

All courses in the major must be taken for a quality grade.

HONORS

Eligibility for honors requires an overall cumulative GPA of 3.25 or higher, a GPA of 3.5 or higher in the courses taken for the Theater and Performance Studies major, and a BA project that is judged by the first and second readers to display exceptional intellectual and creative merit.

MINOR PROGRAM IN THEATER AND PERFORMANCE STUDIES

Students who elect the minor program must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students must obtain written approval for the minor program from the undergraduate adviser and submit it to their College adviser by the deadline on the form obtained from the undergraduate adviser.

The TAPS minor requires a total of six courses plus a public performance of original work (e.g., staged reading, site specific installation, solo performance piece, choreography). At least two of the required courses must be advanced-level TAPS courses (i.e., 2000-level or higher). The remaining required courses must bear a clear and coherent relationship specifically related to the intended creative work component of the TAPS minor. At least one of these courses must encompass critical theory and analysis.

In addition, each student must register for TAPS 29800 Theater and Performance Studies BA Colloquium to develop his or her critical analysis and resulting creative work. The focus of this course will be on a public performance of the student's TAPS minor project, as described above, to be presented by the fifth week of the quarter in which the student intends to graduate. Each student must also submit a statement of critical methods (a critical analysis accompaniment to the public performance). This statement will be a supplement to the creative work, not a paper equal to it as is required for the major. The participation demanded for the minor will not be as extensive as for the major, and will be calibrated accordingly over the two-quarter period.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor Program

Two 20000-level or higher TAPS courses	200
One critical theory course with specific relevance to the TAPS BA project (e.g., History and Theory of Drama, Visual Theory, Film Theory)	100
Two arts electives (e.g., ARTV, CMST, MUSI, TAPS)	200
TAPS 29800 Theater and Performance Studies BA Colloquium	100
A public performance of the creative component by fifth week of the graduating quarter	
Statement of critical methods (a critical analysis accompaniment to the public performance)	
Total Units	600

Approved Courses from Outside TAPS

Students may use most courses offered by Cinema and Media Studies, Creative Writing, Music, and Visual Arts to count toward the TAPS major. Students are encouraged to consult with the TAPS administrator or the Director of Undergraduate Studies for clarification as needed. Courses from outside those departments may also be appropriate, but students must receive prior consent from the TAPS administrator.

COURSES

TAPS 10100. Drama: Embodiment and Transformation. 100 Units.

Students examine the performance and the aesthetics of two dramatic works in contrasting styles but with unifying themes. The goal of this course is to develop an appreciation and understanding of a variety of techniques and of the processes by which they are theatrically realized. Rather than focus on the dramatic text itself, we concentrate on the piece in performance, including the impact of cultural context on interpretation. To achieve this, students are required to act, direct, and design during the course.

Instructor(s): D. Dir, D. New, P. Pascoe, S.Bockley, D. DeMayo Terms Offered: Autumn, Winter, Spring

Note(s): Attendance at first class meeting is mandatory. At least three sections are offered per quarter, with class limited to twenty students. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 10200. Acting Fundamentals. 100 Units.

This course introduces fundamental concepts of performance in the theater with emphasis on the development of creative faculties and techniques of observation, as well as vocal and physical interpretation. Concepts are introduced through directed reading, improvisation, and scene study.

Instructor(s): D. New, P. Pascoe, C. Sullivan, H.Kays Terms Offered: Autumn, Winter, Spring

Note(s): Attendance at first class meeting is mandatory; prior theater or acting training not required. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 10300 through 10699. Text and Performance. *Experience in dramatic analysis or performance not required. Attendance at first class meeting is mandatory. Each of these courses meets the general education requirement in the dramatic, musical, and visual arts.*

Workshops in dramatic technique and attendance at performances at Chicago theaters, in addition to class time, are required.

TAPS 10300	Text and Performance	100
TAPS 10500	Staging Terror	100
TAPS 10600	Staging Desire	100

TAPS 10300. Text and Performance. 100 Units.

Many contemporary plays purposely eschew traditional forms of realistic staging, yet most contemporary theater makers are only trained to execute traditional, realistic scenes. This course is a reading of several plays and essays to learn to look at a play with an adaptable, creative mind. We develop tools that draw from contemporary theorists and non-realistic theorists of the past. The goal is to provide students with a wide theatrical vocabulary with which to approach these contemporary plays with ideas that they may not have witnessed before.

Instructor(s): H. Coleman, D. Levin, L. Kruger, H.Kays, S.Bockley Terms Offered: Autumn, Winter, Spring

Note(s): Attendance at first class meeting is mandatory. Experience in dramatic analysis or performance not required. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 10500. Staging Terror. 100 Units.

This course meets the general education requirement in the dramatic, musical, and visual arts. This course explores the interplay between horror, terror, and pleasure through in-class discussions of theoretical works and the possibilities of practical creative application. The paradox of the attraction to repulsion will be considered as well as the values of shock, suspense, and subtlety. Texts will include Grand Guignol, Shakespeare, Gothic novels, and horror films.

Instructor(s): H. Coleman Terms Offered: Autumn

Note(s): Attendance at the first class is mandatory. This course is offered in alternate years. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 10600. Staging Desire. 100 Units.

Experience in dramatic analysis or performance not required. This course meets the general education requirement in the dramatic, musical, and visual arts.

Instructor(s): H. Coleman Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. Course offered in alternate years. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 10700. Introduction to Stage Design. 100 Units.

Course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects. Instructor(s): M. Gawryk, J. Wardell Terms Offered: Autumn, Spring
Note(s): Lab fee is required. Attendance at first class meeting is mandatory.

TAPS 15000. Beginning Playwriting. 100 Units.

This course is a writing workshop introducing students to the art of play-writing. The workshop introduces a range of strategies for writing dramatic text, with a special focus on the playwright as collaborator, use of source materials and found text, and the writer's relationship to practices of staging and styles of performance. Students read several contemporary and classic plays from a range of styles to develop a play-writing vocabulary that includes the concepts of character, dramatic action, voice and *mise-en-scene*. Students write three complete scenes in contrasting styles over the course of the quarter and engage in active discussion of the writing presented by their colleagues during each workshop session. Writers are required to complete weekly exercises and post responses to the reading list on a class website. Instructor(s): Staff Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.

TAPS 15500. Beginning Screenwriting. 100 Units.

This course introduces the basic elements of a literate screenplay, including format, exposition, characterization, dialog, voice-over, adaptation, and the vagaries of the three-act structure. Weekly meetings include a brief lecture period, screenings of scenes from selected films, extended discussion, and assorted readings of class assignments. Because this is primarily a writing class, students write a four- to five-page weekly assignment related to the script topic of the week. Instructor(s): J. Petrakis Terms Offered: Autumn, Winter

TAPS 20100. Twentieth-Century American Drama. 100 Units.

Beginning with O'Neill's *Long Day's Journey into Night* through the American avant-garde to the most recent production on Broadway, this course focuses on American contemporary playwrights who have made a significant impact with regard to dramatic form in context to specific decade as well as cumulatively through the twentieth century. Textual analysis is consistently oriented towards production possibilities, both historically and hypothetically. Instructor(s): H. Coleman Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 21600. Acting Workshop. 100 Units.

This advanced acting course will prep you for the professional industry. The classes are based on the Meisner Technique and the Black Box Acting Studio Method. You will work on technique, auditions, and learn to consistently bring your full self to the table. Instructor(s): A. Francis Terms Offered: Winter, Spring
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 22100. Solo Performance. 100 Units.

This goal of this course is to develop solo work and investigate the unique performer-to-audience dynamic of solo performance and its particular challenges and power. This experience offers insight into the collaborative process and develops the ability to evaluate work from an interior and an exterior perspective, through independent as well as group work. Inspired by Oulipian constraint-based exercises, students generate new works through in-class and take-home assignments. Sources include journals, personal research, improvisation, the use of multi-media, and viewpoints. The course culminates in a performance of solo works for UT Day.

Instructor(s): Staff Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory. Prior solo work not required.

TAPS 23000. Introduction to Directing. 100 Units.

This course employs a practice in the fundamental theory of play direction and the role of the director in collaboration with the development of textual analysis. By examining five diversely different texts using three different approaches to play analysis (Aristotle, Stanislavski, Ball) students begin developing a method of directing for the stage in support of the written text. In alternating weeks, students implement textual analysis in building an understanding of directorial concept, theme, imagery and staging through rehearsal and in-class presentations of three-minute excerpts from the play analysis the previous week. The culmination is a final five-minute scene combining the tools of direction with a method of analysis devised over the entire course.

Instructor(s): Staff Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 23100. Advanced Directing. 100 Units.

This course introduces students to fundamental skills of directing for the stage, from first contact with the script to final performance. After a preliminary examination of directing theory, the course provides practical experience in script analysis, composition work, blocking, and the rehearsal process. Students are expected to prepare a minimum of three assigned scenes ranging in style (e.g., Williams, Brecht, Shakespeare) with actors outside of class for critique, with final scenes performed publicly during tenth week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): TAPS 23000

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23500. Aerial and Circus with Actors Gymnasium. 100 Units.

Students gain an introduction to aerial and circus arts, developing a basic skill set while increasing their strength and flexibility. Skills covered in class may include: trapeze, silks, lyra, unicycling, juggling, tightrope, tumbling, and acro. While no acrobatic experience is necessary to enroll in this class, it is recommended that participants be in good physical health. Students should wear comfortable clothes to class, being aware that they will be, at times, upside down.

Instructor(s): Actor's Gymnasium Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 23600. Improv and Sketch. 100. Units.

This class will explore the many different schools of thought in the Chicago improv comedy community, including but not limited to The Second City, iO, and The Annoyance. Organic discovery and plot will be highlighted within scenework as well as the group dynamic, with comedy as the result. Come ready to play and play hard.

Instructor(s): S. Messing Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23700. Playwriting: Creating Natural Dialogue for the Stage. 100 Units.

This course employs collaboration among the students to help each individual writer create natural dialogue for the stage. Students will utilize improvisation to write a contemporary scene focusing on the natural rhythms and nuances of modern communication. Through these improvisations, the students create a framework for their narrative with a special focus on developing unique voices for each character. Students read scenes from contemporary plays which emphasize spontaneous and realistic dialogue. Students have weekly assignments that further explore the characters they are writing. Each class includes an active roundtable discussion of the weekly assignments as well as collaborative exercises that further explore the voices of their characters. In addition to the weekly assignments, students write two complete scenes that will receive readings by their classmates.

Instructor(s): E. Linder Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 23800. Playwriting: Writing Utilizing Improvisation. 100 Units.

This course incorporates the spontaneity and freedom allowed by improvisation into the writing process. In addition to focusing on the natural rhythms and nuances of modern communication, the class will also learn to write for individual performers and ensembles. Through these improvisations, the students focus on developing unique voices for each character. Students read scenes from contemporary plays which emphasize spontaneous and realistic dialogue. Students have weekly assignments that further explore the characters they are writing. Each class includes an active roundtable discussion of the weekly assignments as well as collaborative exercises that further explore the voices of their characters. In addition to the weekly assignments, students write three complete scenes that will receive readings by their classmates.

Instructor(s): E. Linder Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory

TAPS 23900. Playwriting: Sketch to Play. 100 Units.

This course follows a story from outline to sketch to short play. Using improvisation with their fellow classmates, writers will create sketches that will be the foundation for a short play. These improvisations will help each writer learn more about the characters they are writing, helping a stock character in a sketch grow to a fully dimensional character for their short play. Classes will include roundtable discussions and active improvisation with their classmates. In addition to the weekly assignments, students write three complete sketches and one short play that will receive a reading by their classmates.

Instructor(s): E. Linder Terms Offered: Spring

Note(s): Attendance at first class is mandatory.

TAPS 24000. Director/Designer Collaboration. 100 Units.

The concept phase of the shared creative process in theater requires clarity of vision and impulse to dream while negotiating the realities of budget and space. With students in the roles of director and designer, this class tackles the pre-production period from initial concept meetings to design presentations for rehearsal. Students develop vocabulary that fully expresses the director's vision and simultaneously provides creative room for the designer.

Instructor(s): H. Coleman, J. Wardell, M. Gawryk Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 24500. Chicago Theater: Budgets and Buildings. 100 Units.

This course examines the current state of Chicago theater, focusing on the relationships between facilities, budgets, and missions. Field trips required to venues including Side Project, Timeline, Raven, Steppenwolf, Theater Building, and Greenhouse.

Instructor(s): H. Coleman Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 25200. Neo-Futurists Performance Workshop. 100 Units.

This course is a hands-on introduction to Neo-Futurism: a method of transforming your own thoughts, feelings, and experiences into creative, task-oriented, audience-participatory, non-illusory, unique theatrical events. Students are encouraged to find their own voice as fully rounded theater artists by writing, directing, and performing their own short performances using their own lives as source material. By pursuing the goal of absolute truth on stage, we focus on an alternative to narrative Realism by embracing such elements as deconstruction, found-text, collage, abstraction, synthesis, and chaos. Classes consist of original group exercises as well as presentations of weekly performance assignments.

Instructor(s): G. Allen Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 25500. Advanced Screenwriting. 100 Units.

This course requires students to complete the first draft of a feature-length screenplay (at least ninety pages in length), based on an original idea brought to the first or second class. No adaptations or partially completed scripts are allowed. Weekly class sessions include reading of script pages and critique by classmates and instructor.

Instructor(s): J. Petrakis Terms Offered: Spring

Prerequisite(s): TAPS 27311, and consent of instructor based on eight-page writing sample in screenplay format.

Note(s): Class limited to eight students.

Equivalent Course(s): CRWR 27103

TAPS 26000. Modern Dance. 100 Units.

The revolutionary ideas behind modern dance created perceptual shifts in how dance performance and the body itself were viewed. In this course, students learn physical skills specific to modern dance technique through the perspective of the artists who originated these ideas. Students physically embody the history of modern dance, perceiving how technique and the body became an agent of both aesthetic and cultural transformation. Major artists include Isadora Duncan, Martha Graham, Doris Humphrey, Merce Cunningham, Alvin Ailey, and the Judson Church artists, as well as such contemporary artists as Twyla Tharp and Mark Morris.

Instructor(s): J. Rhoads Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 26100. Dance Composition. 100 Units.

When does movement become text? How do bodies combine with time, space, and energy to communicate ideas? In this workshop-formatted course, we explore these questions as we study and create dance. Students develop improvisational skills by exploring the dance principles of space, time, dynamics, and the process of abstraction. Through physical exercises, discussions, and readings, students learn how to initiate and develop movement ideas. Major dance works from many styles (e.g., ballet, modern, avant-garde) are viewed and analyzed, as students develop an understanding of choreographic forms. Students also develop a proficiency in the areas of observation and constructive criticism. The course culminates with a choreographic project.

Instructor(s): J. Rhoads Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 27100. Scene Painting. 100 Units.

This course is designed to introduce students to the theatrical art of scenic painting for the stage and film. A scenic artist is the hand of the theatrical designer, translating the small scale of the designer's rendering into full size theatrical environments. In this course, students will explore the unique tools and techniques used by scenic artists to create scenery. The end result of this class will be a basic mastery of painting "faux" surfaces and an understanding of how a scenic artist transforms the designer's ideas into realized pieces of theatrical art.

Instructor(s): J. Wardell Terms Offered: Autumn

Note(s): Attendance for first class meeting is mandatory. This course is offered in alternate years.

TAPS 27550. Costume Design and Technology for the Stage. 100 Units.

In this course, students will learn the basics of designing costumes for theatrical productions, encompassing the skills of theatrical rendering and sketching, as well as the implementation of the design and basic sewing techniques. Students will learn to adopt a vocabulary using the elements and principles of design, understand and experience the process intrinsic to producing costumes for the theater, analyze the production needs related to costumes, and prepare a finalized costume design for a theatrical production.

Instructor(s): N. Rohrer Terms Offered: Autumn

Note(s): Attendance at the first class meeting is mandatory.

TAPS 27800. Story through Music and Sound. 100 Units.

This course will explore ways in which music and sound can be used to tell and support a story in the theater. We will examine how in the simplest moment to the more layered and complex, music and sound are used to create time, place, or emotional context. We will analyze the connections of plot, dialogue, music, and sound in the theater. We will also be learning the basics of Pro Tools and sound system design enabling us to create our own audio productions interacting with live performance.

Instructor(s): R. Bodeen, M. Milburn Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 27900. Shopcraft: Methods and Materials. 100 Units.

Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students' design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.

Instructor(s): D. Wolf Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 24550, ARTV 34550

TAPS 28000. Scenic Design. 100 Units.

This course is an exploration of various forms and processes of designing sets for theatrical performance. We pay particular attention to a cohesive reading of a text, contextual and historical exploration, and visual and thematic research, as well as the documentation needed to complete a show (e.g., model, drafting, paint elevations). We also explore, nominally, the history of stage design and look at major trends in modern stage design.

Instructor(s): J. Wardell Terms Offered: Spring

Prerequisite(s): TAPS 10700 or consent of instructor required; previous experience in stage design or visual art recommended.

Note(s): Attendance at first class meeting is mandatory.

TAPS 28100. Lighting Design for the Stage. 100 Units.

This course places equal emphasis on the theory and practice of modern stage lighting. Students learn the mechanical properties of lighting equipment; how to create, read, and execute a lighting plot; the functions of lighting in a theatrical context; color and design theory; and how to read a text as a lighting designer.

Instructor(s): M. Gawryk Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory.

TAPS 28200. Onstage Presence. 100 Units.

The relationship to one's partners is the single most predictably generative asset we have on stage. How can we use this reliable relationship to create work that is truthful and grounded in the real, so that we can forge experience with audiences rather than asking them to "suspend disbelief." In this class we will explore action and liveness in theater performance and creation. At the very core of the theatrical act is the live interaction between the actor and her/his partners. We will look at improvisation, action art, and 500 Clown technique as ways of finding ourselves present on stage. There will be writing (creative and papers) and reading (you know...books), but this class is mostly a time to acquire knowledge with the body. We will be stretching physically and emotionally each class period. Journaling will be required, as will clothes that allow for free movement with no flashiness or logos. (Burlap sack not required). Performance experience not required. If you're not interested in performance though, why are still reading this? 500 Clown is a Clown-theater company founded in 1999. The core members of which have developed a way of teaching performance which produces visceral and accessible theater. Adrian Danzig is the founding Artistic Director of 500 Clown.

Instructor(s): A. Danzig Terms Offered: Winter

TAPS 28400. History and Theory of Drama I. 100 Units.

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 20500, CMLT 30500, ENGL 31000

TAPS 28401. History and Theory of Drama II. 100 Units.

This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.

Instructor(s): D. Bevington, H. Coleman Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13900,CMLT 20600,CMLT 30600,ENGL 31100

TAPS 28405. Shakespeare I: Histories and Comedies. 100 Units.

An exploration of Shakespeare's major plays in the genres of history play and romantic comedy, from the first half (roughly speaking) of his professional career: *Richard II*, *Henry IV Parts 1 and 2*, *A Midsummer Night's Dream*, *Much Ado about Nothing*, *Twelfth Night*, and *Troilus and Cressida*.

Instructor(s): D. Bevington Terms Offered: Winter

Equivalent Course(s): ENGL 16500,FNDL 21403,ISHU 26550

TAPS 28406. Shakespeare II: Tragedies and Romances. 100 Units.

This course will study the second half of Shakespeare's career, from 1600 to 1611, when the major genres that he worked in were tragedy and "romance" or tragicomedy. Plays to be read will include *Hamlet*, *Othello*, *King Lear* (quarto and folio versions), *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Pericles*, *The Winter's Tale*, and *The Tempest*. There will be one short and one longer paper. Section attendance is required.

Instructor(s): R. Strier Terms Offered: Spring

Note(s): ENGL 16500 recommended but not required.

Equivalent Course(s): ENGL 16600,FNDL 21404

TAPS 28414. Writing for Performance. 100 Units.

This course is an exploration of select texts for performance written by performance artists primarily but not entirely operating within the context of art. Via historical context and literary technique, students read, discuss, and analyze texts by various authors spanning the history of performance art: Hugo Ball, John Cage, Richard Foreman, Carolee Schneeman, Joseph Beuys, Karen Finley, Nature Theater of Oklahoma, John Leguizamo, and create and perform their own writing. Field trips and attendance at first class are required.

Instructor(s): W. Pope.L Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 24301,ARTV 34301

TAPS 28427. Introduction to Video. 100 Units.

This course introduces video making with digital cameras and nonlinear (digital) editing. Students produce a group of short works, which is contextualized by viewing and discussion of historical and contemporary video works. Video versus film, editing strategies, and appropriation are some of the subjects that are part of an ongoing conversation.

Instructor(s): C. Sullivan Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200 or 10300.

Equivalent Course(s): ARTV 23800, CMST 28900

TAPS 28438. Before and After Beckett: Theater and Theory. 100 Units.

Beckett is conventionally typed as the playwright of minimalist scenes of unremitting bleakness but his experiments with theatre and film echo the irreverent play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton) as well as the artistic avant garde (Jarry). This course will juxtapose these early 20th century models with Beckett's plays on stage and screen and those of his contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver, Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes, Badiou, Bert States, and others. Comparative Literature students will have the opportunity to read French originals.

Instructor(s): L. Kruger Terms Offered: Winter

Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors only; not open to first-year College students

Equivalent Course(s): ENGL 24408, CMLT 24408

TAPS 28441. Anagnorisis and the Cognitive Work of Theater. 100 Units.

In the *Poetics* Aristotle conceives *anagnorisis* or recognition as one of the three constitutive parts of the dramatic plot and defines it as the “a change from ignorance (*agnoia*) to knowledge (*gnosis*).” Implying the rediscovery of something previously known *anagnorisis* refers to the emplotment and staging of a certain kind of cognitive work characteristic of theater (as a locus of *theoria* or theory). For recognition is not only required of the *dramatis personae* on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters’ *anagnorisis* isn’t restricted to the filiation, i.e., identity, of other characters the audience’s cognition concerns the understanding the plot as a whole. In short, by focusing on *anagnorisis* we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer’s *Odyssey* and several Greek tragedies as well as its first theorization in Aristotle’s *Poetics*. Then we will jump to the *modernes*, specifically Enlightenment theater’s obsession with *anagnorisis* and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist’s dramatic deconstructions of German bourgeois and classical theater test the Enlightenment’s claim to reason and reform of human cognition. Our last stop will be Brecht’s theater of “Entfremdung” that makes the alienation at the heart of *anagnorisis* into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Autumn

Equivalent Course(s): GRMN 26913,CLCV 25513,CLAS 35513,CMLT 26913,CMLT 36913,GRMN 36913

TAPS 28442. Thinking Tragedy: Nietzsche’s Geburt der Tragödie. 100 Units.

The Focus of this seminar exploring (German) theories of tragedy will be Friedrich Nietzsche’s *Birth of Tragedy*. In order to understand better this work’s iconoclasm we will first survey some of the more seminal theorizations of the tragic genre starting with Aristotle but concentrating on the contributions of German idealist philosophers and thinkers such as Schiller, Hegel, and Schelling, before we then turn to a close critical reading of Nietzsche’s text. Readings and discussions in English.

Instructor(s): C. Wild Terms Offered: Spring

Equivalent Course(s): FNDL 25202,GRMN 28714

TAPS 28444. Visual Language: On Images. 100 Units.

Through studio work and critical discussions on 2D form, this course is designed to reveal the conventions of images and image-making. Basic formal elements and principles of art are presented, but they are also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, illusion, analogy, metaphor, time and memory, nature and culture, abstraction, the role of the author, and universal systems can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week to confirm enrollment. Contact dova@uchicago.edu to inquire about the wait list for this class.

Terms Offered: Autumn, Winter, Spring

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually.

This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Equivalent Course(s): ARTV 10100

TAPS 28445. Visual Language: On Objects. 100 Units.

Through studio work and critical discussions on 3D form, this course is intended to reveal the conventions of sculpture while investigating its modes of production. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, platonic form, analogy, metaphor, verisimilitude, abstraction, nature and culture, and the body politic can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week to confirm enrollment. Contact dova@uchicago.edu to inquire about the wait list for this class.

Terms Offered: Autumn, Winter, Spring

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually.

This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Equivalent Course(s): ARTV 10200

TAPS 28448. Introduction to Sculpture. 100 Units.

This course introduces the fundamentals of sculptural practice. Building on the historical, aesthetic, and technical strategies of making and thinking about sculpture, students are directed toward the realization of 3D objects. Assignments are intended to explore materials and process so as to facilitate students' development of an idea to a completed object. Discussions and gallery visits help engender an understanding of sculpture within a societal and historical context. Visits to galleries required.

Instructor(s): G. Oppenheimer Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22200, ARTV 32000

TAPS 28452. Media Ecology: Embodiment and Software. 100 Units.

Media ecology examines how the structure and content of our media environments—online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

Instructor(s): M. Browning Terms Offered: Autumn

Equivalent Course(s): HUMA 25202, HIPS 25203, LLSO 27801, CMST 25204

TAPS 28453. Documentary Video. 100 Units.

This course focuses on the making of independent documentary video. Examples of direct cinema, cinéma vérité, the essay, ethnographic film, the diary and self-reflexive cinema, historical and biographical film, agitprop/activist forms, and guerilla television are screened and discussed. Topics include the ethics and politics of representation and the shifting lines between fact and fiction. Labs explore video preproduction, camera, sound, and editing. Students develop an idea for a documentary video; form crews; and produce, edit, and screen a five-minute documentary.

Instructor(s): J. Hoffman Terms Offered: Winter

Note(s): Two-hour lab required in addition to class time.

Equivalent Course(s): CMST 28000, ARTV 23901

TAPS 28462. The Martial Arts Tradition in Chinese Literature and Film. 100 Units.

The martial-arts novel is probably the most popular genre of fiction for today's Chinese-reading public; through the kung-fu/action film industry this tradition has now been disseminated across the world and become part of global culture. This course examines the evolution of the martial arts code across a wide range of genres and historical periods. Our objects of study include biographies from the early histories, classical tales, novels, opera, and film. Topics include the representation of violence and revenge, the politics of representation, the gendering of power, the affect of changes in technology and media, and the relationship between tradition and modernity, the local and the global.

Instructor(s): J. Zeitlin Terms Offered: Spring

Equivalent Course(s): EALC 24300

TAPS 28465. Adaptation: Text and Image. 100 Units.

A course concerned with the marriage of image and text that explores films, illuminated manuscripts, court masques, comic books/graphic novels, children's picture books, and present-day (perhaps local) theater productions that deal at their core with the balance and dance between story and picture. Examples of work studied would be Chris Marker's *La jetée*, any of the masques that Ben Jonson and Inigo Jones collaborated on, the comics of Winsor McCay, William Blake's engraved poems and images, as well as more contemporary works, e.g., Superman comics and music videos. The theatrical collaborations of the instructors themselves (*The Cabinet* and *Cape and Squiggle*, both produced by Chicago's Redmoon Theatre in the last year) will be discussed as well.

Instructor(s): Maher, Maugeri Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Submit a three-page writing sample and a one-paragraph statement of intent. Visual materials are welcome but not required. Creative Writing students: To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 25000

TAPS 28470. Molière. 100 Units.

Molière crafted a new form of satirical comedy that revolutionized European theater, though it encountered strong opposition from powerful institutions. We read the plays in the context of the literary and dramatic traditions that Molière reworked (farce, commedia dell'arte, Latin comedy, Spanish Golden Age theater, satiric poetry, the novel), while considering the relationship of laughter to social norms, as well as the performance practices and life of theater in Molière's day.

Instructor(s): L. Norman Terms Offered: Autumn

Prerequisite(s): FREN 21703 or consent of instructor.

Note(s): Classes conducted in French.

Equivalent Course(s): FREN 25000

TAPS 28480. The Worlds of Harlequin: Commedia dell'arte. 100 Units.

This course introduces the Italian art of theatrical improvisation or Commedia dell'arte, a type of theatre featuring masked characters and schematic plots. We look at the influence of Boccaccio's Decameron on the formation of stock-characters, the introduction of women into the realm of theatrical professionalism, the art of costume and mask making, and the Italian knack for pantomime and gestural expression. Readings include masterpieces in the tradition of comic theatre such as Machiavelli's *The Mandrake* and Goldoni's *Harlequin Servant of Two Masters*, as well as their renditions in film.

Instructor(s): R. Rubini Terms Offered: Winter

Note(s): Classes conducted in Italian; majors do all work in Italian.

Equivalent Course(s): ITAL 29600

28500-29699. Advanced Topics in Theater. PQ: *Advanced experience in theater and consent of instructor.* These courses are designed for students wishing to pursue advanced study in a specific field of theater/performance. Intensive study and

reading is expected. Attendance at performances and labs required. Interested students should contact the TAPS office.

TAPS 28500. Advanced Study: Acting. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 28600. Advanced Study: Directing. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 28700. Advanced Study: Playwriting. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 28800. Advanced Study: Scenic Design. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 28900. Advanced Study: Costume Design. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 29000. Advanced Study: Lighting Design. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 29100. Advanced Study: Choreography. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 29200. Advanced Study: Dance. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 29600. Advanced Study: General. 100 Units.

Terms Offered: Autumn, Winter, Spring

TAPS 29800. Theater and Performance Studies BA Colloquium. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): Required of fourth-year students who are majoring or minoring in TAPS. Students participate in both Autumn and Winter Quarters but register once.



TUTORIAL STUDIES

PROGRAM OF STUDY

Tutorial Studies is a program only in an administrative sense; it serves as an alternative for students who propose a coherent course of studies that clearly will not fit within a regular major. Students in the College may be admitted to Tutorial Studies at any point in their careers; their requirements will then be written to fill the time they have left until graduation. On the whole, the New Collegiate Division prefers to admit students to this format late rather than early: for a senior year in Tutorial Studies rather than a two-year program and for two years rather than three. Admission to Tutorial Studies is handled separately from admission to other New Collegiate Division programs.

Students in Tutorial Studies are held to all College requirements and to the New Collegiate Division requirements, including the production of substantial written work. Tutorial Studies makes no other requirements of students admitted to the program, but particular students may be held to certain requirements judged appropriate by the tutor or the program chairman.

Students in Tutorial Studies have no major; instead, all students have a tutor. A tutor is a member of the Chicago faculty who has agreed to take responsibility for their work. An individual student's education is worked out between the student and the tutor under the general supervision of the program chairman. Because of the special burden placed on the tutor, the rule states: *the student and the tutor are admitted together*. Students may enter Tutorial Studies only when they have found a tutor and after there has been sufficient discussion among student, tutor, and program chairman to establish to the satisfaction of all three that:

1. the student knows what he or she wants to do
2. the tutor understands it and wants to take charge of it
3. it is something worth doing and something that will constitute an appropriate segment of a College education
4. it can be done with the available resources
5. it cannot be done effectively within any existing College program.

A student in Tutorial Studies, like other New Collegiate Division students, takes both regular courses and reading courses. Reading courses may be taken with members of the faculty other than the tutor.

In the past, successful Tutorial Studies students have generally belonged to one of two categories:

1. students who wish to focus on some relatively narrow topic (the poetry of Baudelaire, for example) but in a rather broad way, that is, in terms of poetics, culture history, psychology, and so on.
2. students who wish to construct some more conventional program that the College does not offer: American studies, for instance, or education.

PROGRAM REQUIREMENTS

Admissions to Tutorial Studies are made by the master of the New Collegiate Division upon the recommendation of the program chairman. In the nature of the case, requirements in Tutorial Studies can hardly be specified. It is expected that thirteen courses will be devoted to the immediate purposes of the student's project, of which several will be individual study courses with the principal tutor or other faculty members. NOTE: Courses used to meet requirements for the Tutorial Studies major must be chosen in consultation with the faculty tutor and completed subsequent to admission into the program.

GRADING, TRANSCRIPTS, AND RECOMMENDATIONS

The independent study and major papers required by the New Collegiate Division are best evaluated in faculty statements on the nature and quality of the work. In support of the independent study grades of Pass, Fail, and Incomplete, faculty supervisors are asked to submit such statements to student files maintained in the New Collegiate Division office. Responses to the major papers and copies of the papers themselves are also available in this collection of statements, which is used to support graduate applications and to evaluate New Collegiate Division candidates for Phi Beta Kappa, College honors, and other awards. Students should request statements of reference from faculty with whom they have worked.

HONORS

Honors are awarded in all the New Collegiate Division majors. In Tutorial Studies the essential requirement for honors is an exceptionally distinguished senior paper. Papers considered worthy of honors by the initial readers are referred to a third reader whose identity is unknown to the student. In addition, honors depend on the student's grades, especially in the Tutorial Studies program; a 3.50 GPA is roughly the floor but, because a good deal of New Collegiate Division work tends to be ungraded, the GPA standard cannot be stated precisely. Faculty evaluations of ungraded work are taken into account along with grades.



VISUAL ARTS

PROGRAM OF STUDY

The Department of Visual Arts (DOVA) is concerned with the making of art as a vehicle for exploring creativity, expression, perception, and the constructed world. Whether students take courses listed under ARTV to meet a general education requirement or as part of a major in visual arts, the goal is that they will develop communicative, analytical, and expressive skills through the process of artistic production. ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, and ARTV 10300 Visual Language: On Time and Space are intended for students with no studio background and meet the general education requirement in the dramatic, musical, and visual arts. More advanced courses presume that students have taken at least one of these three courses. (See individual course listings for specific prerequisites.)

Range of Course Offerings

The following courses introduce visual communication through the manipulation of various traditional and nonart materials and also include readings and visits to local museums and galleries. These courses engage principles of visual language stressing the relationship of form and meaning.

ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100

ARTV 15000 Art Practice and Theory, which is primarily intended for students majoring or minoring in visual arts, examines the place of artistic practice in contemporary culture.

ARTV courses numbered 20000 to 29700 include media specific courses that teach technical skills and provide a conceptual framework for working in these media (e.g., painting, photography, sculpture, video). Also included are more advanced studio courses designed to investigate the vast array of objects, spaces, and ideas embedded in the contemporary artistic landscape, selected nonstudio courses in the theory and criticism of art, and courses in theater and set design.

Students in other fields of study may also complete a minor in visual arts. Information follows the description of the major.

PROGRAM REQUIREMENTS

The BA program in the Department of Visual Arts is intended for students interested in the practice and study of art. DOVA's faculty consists of a core of artists and other humanists interested in making and thinking about art. Students who major in visual arts take an individually arranged program of studio, lecture, and seminar courses that may include some courses outside the Humanities Collegiate Division. The program seeks to foster understanding of art from several perspectives: the practice and intention of the creator, the visual conventions employed, and the perception and critical reception of the audience. In addition to

work in the studio, these aims may require study of many other subjects, including but not limited to art history, intellectual history, criticism, and aesthetics. Because of the diversity of student interests and the department's interdisciplinary orientation, requirements for the major are flexible.

All students take ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space, and ARTV 15000 Art Practice and Theory in the first two years of their studies. (NOTE: Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.) After completing these core courses but no later than Winter Quarter of their third year, students meet with the Director of Undergraduate Studies to plan the rest of their program. At least five of the courses beyond the core must be drawn from the second level of predominantly studio-oriented offerings (studio art courses numbered 20000 and above). The remaining three courses may be any intellectually consistent combination of visual arts studio courses, visual arts critical and theory courses, and any other relevant offerings in the College. Up to two independent study courses that are relevant to the major may be counted toward these three electives. (For more information, consult the sample programs of study that follow.)

Students take ARTV 29600 Junior Seminar in Spring Quarter of their third year. This studio seminar examines approaches to independent studio projects. At the end of the Junior Seminar, students may choose to apply for the visual arts honors track. Places in the honors track are limited. Applicants will be reviewed by a faculty committee at the end of their third year, and honors track decisions will be announced before the start of the Autumn Quarter of fourth year. Students in the honors track present their work in a thesis exhibition and may be eligible to receive shared studio space in their senior year; studio space and the exhibition are limited to students in the honors track. (See "Honors" section below for more details.)

All visual arts majors must take ARTV 29850 Senior Seminar in the Autumn Quarter of their fourth year. Students in the honors track take an additional course, ARTV 29900 Senior Project, which serves as a forum to prepare for the thesis exhibition in the spring. (See "Honors" section below for more details.)

SUMMARY OF REQUIREMENTS FOR MAJORS

General Education

Introductory art history, drama, or music course *	100
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Total Units	100
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Major

One of the following:	100
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ARTV 10100	Visual Language: On Images	
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ARTV 10200	Visual Language: On Objects	
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ARTV 10300	Visual Language: On Time and Space	
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ARTV 15000	Art Practice and Theory	100
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ARTV 29600	Junior Seminar	100
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ARTV 29850	Senior Seminar	100
5 studio art courses numbered 20000 and above		500
3 Electives relevant to the major		300
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Total Units		1200

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, music, and visual arts.

Sample Programs

The Department of Visual Arts encourages its students either to focus their major in the studio or to construct interdisciplinary major programs combining studio and nonstudio courses that focus on a particular theme. The following examples are not prescriptive, only suggestive:

1. A program that explores relationships of image and text in the construction of narratives, combining courses in drawing and graphics with courses in creative writing, literature, and art history.
2. A program that explores issues of identity construction through image making, and combines courses in painting, sculpture, drawing, and photography with courses in anthropology, art history, and gender studies.
3. A program in the practice of painting exploring aesthetic form as a vehicle for individual expression, including art history and philosophy courses.
4. A studio-based program in photography that concentrates on black-and-white silver-gelatin processes, and includes a thorough investigation of the history and conceptual framework of the medium.
5. A program that investigates issues surrounding representations of the body (including an engagement with contemporary and historic practices in visual art and film, as well as feminist, gender, race, and class theory) and concludes in an installation of a series of photographs.
6. A studio-based program in sculpture that examines how our sensory or kinesthetic knowledge of our bodies differs greatly from how we are seen as objects in space by others (possibly including additional courses in the history of art and in anatomy).

GRADING

Students majoring in visual arts must receive quality grades for the thirteen courses that constitute the major. With consent of their College adviser and the instructor, nonmajors may take visual arts courses for P/F grades if the courses are not used to meet a general education requirement.

HONORS

Visual arts majors may apply for the honors track at the end of their third year. Places in the honors track are limited. Applicants will be reviewed by a faculty committee at the end of the third year, and honors track decisions will be announced before the start of the Autumn Quarter of fourth year. Honors track students work in consultation with the Director of Undergraduate Studies and the visual arts faculty to mount a thesis exhibition at the end of their senior year. Honors track

students may also be awarded shared studio space during the senior year, based on merit and need, and contingent upon space being available.

Additionally, honors track students take ARTV 29900 Senior Project in the Winter Quarter of their final year, in preparation for their thesis exhibition. The grade for ARTV 29900 Senior Project is recorded at the end of the Spring Quarter of the fourth year, after completion of the exhibition.

Students must have a portfolio of exceptional quality to be recommended to graduate with honors in Visual Arts. Visual Arts faculty make final honors decisions at the end of the student's fourth year, based on performance in Visual Arts courses, the quality of participation in critiques, and the thesis exhibition.

SUMMARY OF REQUIREMENTS FOR HONORS TRACK MAJORS

General Education

Introductory art history, drama, or music course *	100
Total Units	100
Major	
One of the following:	100
ARTV 10100 Visual Language: On Images	
ARTV 10200 Visual Language: On Objects	
ARTV 10300 Visual Language: On Time and Space	
ARTV 15000 Art Practice and Theory	100
ARTV 29600 Junior Seminar	100
ARTV 29850 Senior Seminar	100
ARTV 29900 Senior Project	100
5 studio art courses numbered 20000 and above	500
3 Electives relevant to the major	300
Total Units	1300

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, music, and visual arts.

MINOR PROGRAM IN THE DEPARTMENT OF VISUAL ARTS

The minor in visual arts requires six courses: two are the 10000-level sequence (ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space; and ARTV 15000 Art Practice and Theory) and four are drawn from visual arts studio courses chosen in consultation with the Director of Undergraduate Studies. (NOTE: Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.)

Students who elect the minor program in visual arts must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director's approval

for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following group of courses would comprise a minor in visual arts:

Requirements for the Visual Arts Minor

General Education

Introductory art history, drama, or music course *	100
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Total Units	100
One of the following:	100
ARTV 10100 Visual Language: On Images	
ARTV 10200 Visual Language: On Objects	
ARTV 10300 Visual Language: On Time and Space	
ARTV 15000 Art Practice and Theory	100
4 studio art courses numbered 20000 and above	400
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Total Units	600

* Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, music, and visual arts.

Course Attendance

Students must attend the first and second classes to confirm enrollment. No exceptions will be made unless the student notifies the instructor before the first class.

VISUAL ARTS COURSES

ARTV 10100. Visual Language: On Images. 100 Units.

Through studio work and critical discussions on 2D form, this course is designed to reveal the conventions of images and image-making. Basic formal elements and principles of art are presented, but they are also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, illusion, analogy, metaphor, time and memory, nature and culture, abstraction, the role of the author, and universal systems can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week to confirm enrollment. Contact dova@uchicago.edu to inquire about the wait list for this class.

Terms Offered: Autumn, Winter, Spring

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Equivalent Course(s): TAPS 28444

ARTV 10200. Visual Language: On Objects. 100 Units.

Through studio work and critical discussions on 3D form, this course is intended to reveal the conventions of sculpture while investigating its modes of production. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, platonic form, analogy, metaphor, verisimilitude, abstraction, nature and culture, and the body politic can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week to confirm enrollment. Contact dova@uchicago.edu to inquire about the wait list for this class.

Terms Offered: Autumn, Winter, Spring

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Equivalent Course(s): TAPS 28445

ARTV 10300. Visual Language: On Time and Space. 100 Units.

Through studio work and critical discussion on four-dimensional form, this course is designed to reveal the conventions of the moving image, performance, and/or the production of digital-based media. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as but not limited to narrative, mechanical reproduction, verisimilitude, historical tableaux, time and memory, the body politic, and the role of the author can be illuminated through these primary investigations. Some sections focus solely on performance; others incorporate moving image technology. Please check the time schedule for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week in order to confirm enrollment. Contact dova@uchicago.edu to inquire about the wait list for this class.

Terms Offered: Autumn, Winter, Spring

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.

Equivalent Course(s): CMST 10300, TAPS 23400

ARTV 15000. Art Practice and Theory. 100 Units.

This course examines the place of artistic practice in contemporary culture and the rhetoric of images. Emphasis is placed on the visual arts, examining discourses such as the assignment of value to works, the formation of taste, the relationship between individual production and institutional practices, the role of authorship (intentionality) in the construction of meaning, the gate-keeping functions of curatorial and critical practice, the function and maintenance of categorical distinctions constituting "otherness" (high/low, naive, primitive, outside), the relationship between truth and authenticity, and the uses of art (e.g., transcendence, decoration, activism, therapy, play). Visits to museums, galleries, and other cultural and commercial sites required, as is attendance at designated events.

Instructor(s): Z. Cahill, S. Huffman. Terms Offered: Autumn, Winter

Note(s): It is recommended that students who are majoring in visual arts enroll in this required course before their fourth year. Open to nonmajors with consent of instructor. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTV 21001. Figure Drawing: Trans/Figuration. 100 Units.

Figure drawing is an experience that engages us visually, physically, emotionally, and psychologically. This many-faceted relationship is examined through the use of a variety of traditional and experimental materials, set-ups, and drawing methods. Assignments and class critiques investigate different models of stylistic invention, ranging from realism to comic expression. This studio class includes readings, field trips, and class projects that address the human form as source for developing your own visual responses to related issues—such as identity, narrative, and social critique.

Instructor(s): K. Desjardins Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 31001

ARTV 21900. Color Theory and Practice. 100 Units.

This course will introduce students to practical aspects of color mixing and the visual impacts of specific color combinations through a series of studio exercises and projects. Conceptual and theoretical investigations into optics, the science of color, and psychological and symbolic effects will contribute to an overall understanding of color in relation to visual culture and perception.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 31900

ARTV 22000-22002. Introduction to Painting I-II.

This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion. Courses taught concurrently.

ARTV 22000. Introduction to Painting I. 100 Units.

Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32200

ARTV 22002. Introduction to Painting II. 100 Units.

Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32202

ARTV 22002. Introduction to Painting II. 100 Units.

Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32202

ARTV 22200. Introduction to Sculpture. 100 Units.

This course introduces the fundamentals of sculptural practice. Building on the historical, aesthetic, and technical strategies of making and thinking about sculpture, students are directed toward the realization of 3D objects. Assignments are intended to explore materials and process so as to facilitate students' development of an idea to a completed object. Discussions and gallery visits help engender an understanding of sculpture within a societal and historical context. Visits to galleries required.

Instructor(s): G. Oppenheimer Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32000, TAPS 28448

ARTV 22305. Performing Tableware. 100 Units.

Performing Tableware takes the actions and objects of the table as a site of research. Through demonstrations, readings and production, tableware will be considered in the context of contemporary practices in design, sculpture, installation, and performance. Materially rooted in ceramics, this course gives students the opportunity to highlight, interrupt or subvert the patterns associated with sitting around table. Student will engage in the full range of ceramic processes in this course. Developing projects through a process of questioning behavior and the intimate functions of objects of the table, students will extend and challenge their material knowledge. The class will provide workshops on techniques grounded in the traditions of tableware including china painting, glaze decals, and demonstrations on mold-making for slipcasting multiple objects.

Instructor(s): A. Ginsburg Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32305

ARTV 22500. Digital Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

Instructor(s): J. Salavon Terms Offered: Winter, Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32500, CMST 28801, CMST 38801

ARTV 22502. Data and Algorithm in Art. 100 Units.

An introduction to the use of data sources and algorithmic methods in visual art, this course explores the aesthetic and theoretical possibilities of computational art-making. Focusing on the diverse and ever expanding global data-feed, we will craft custom software processes to create works investigating the visual transformation of information. Additionally, software programming may be deployed independently, without a connection to source material. While placing an emphasis on creating new work, we will also survey the history of this type of art practice.

Instructor(s): J. Salavon Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): No prior experience with programming is necessary.

Equivalent Course(s): ARTV 32502

ARTV 23801. Video. 100 Units.

This is a production course geared towards short experimental works and video within a studio art context.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 33801, CMST 28903

ARTV 23807. Compression. 100 Units.

This interdisciplinary studio-seminar will explore the concept of compression as it relates to contemporary art and life. By way of technology and efficiency, increasing quantities of information, data, and experience are squeezed into ever smaller spaces and shorter time periods. The same information communicated in a 30-second TV ad from the 1980s is now delivered in five seconds. This density of life and rapid fire communication impacts perception, consciousness, and aesthetics, creating new realities for artists to respond to. Through a series of art- and science-based texts, discussions, and interdisciplinary creative projects, this course will consider the experiential and formal impact of compression.

Instructor(s): S. Wolniak Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33807

ARTV 23849. Politics of the Moving Image: Form, Content, Context. 100 Units.

This course sifts the terrain of art and film history for political problematics and considers the issues relevant to the entry of moving image into the sphere of the fine arts: from the avant-garde's vision of a transformational Gesamtkunstwerk to the more practical negotiations of film versus video and installation versus screening. This production seminar is structured by a series of thematic screenings, discussions, and four substantial studio projects engaging higher level concepts central to the relationship between film and sculpture. Topics addressed range from montage, narrative, and apparatus to issues of labor, collective production, and exhibition design. Filmmakers and artists discussed may include Chris Marker, Peter Watkins, Anthony McCall, Diana Thater, and Mark Leckey.

Instructor(s): K. Pandian Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Attendance at screenings is mandatory

Equivalent Course(s): ARTV 33849

ARTV 23904. Senior Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): J. Hoffman Terms Offered: Winter

Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.

Equivalent Course(s): CMST 23904, ARTV 33904

ARTV 23905. Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): Judy Hoffman Terms Offered: Autumn, Winter

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

Equivalent Course(s): CMST 33905, ARTV 33905

ARTV 23920. Drawing II: Exploded Drawing. 100 Units.

This intensive studio course will explore wide-ranging strategies in drawing and two-dimensional composition. Interrogating conventions of representation and pictorial space, students will develop new formal and conceptual possibilities that relate to the complexities and changing perspectives of contemporary life. Drawing will be addressed as an expansive, open-ended outlet for thought and action. Emphasis will be on innovation within the fundamental structures of the medium, including its history, materials, and techniques.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33920

ARTV 24000. Introduction to Black and White Film Photography. 100 Units.

Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this class, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Field trips required.

Instructor(s): S. Huffman, L. Letinsky Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Camera and light meter required.

Equivalent Course(s): ARTV 34000, CMST 27600, CMST 37600

ARTV 24130. The Production of the Artist. 100 Units.

This course will develop a conversation about what constitutes the image of the contemporary artist. Written exercises will contribute to the development of the problem of how one produces oneself as an artist. The history of dematerialization in art practice from the 1960's, and the discussion of globalization that emerged in the 1980's will be brought to bear. How is the role and identity of the artist constructed in relation to various histories and to the prevailing movements of the moment such as institutional critique and relational aesthetics? This course is open to students of all disciplines who are interested in how the artist is constructed, not only as role or identity, but as a production site.

Instructor(s): R. Basbaum Terms Offered: Autumn

Equivalent Course(s): ARTV 34130, LACS 24130, LACS 34130

ARTV 24201. Collage. 100 Units.

This studio course explores collage as a means for developing content and examining complex cultural and material relationships. Projects and assigned texts outline the history of collage as a dynamic art form with a strong political dimension, as well as critically addressing how it is being used today.

Instructor(s): S. Wolniak Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34201

ARTV 24301. Writing for Performance. 100 Units.

This course is an exploration of select texts for performance written by performance artists primarily but not entirely operating within the context of art. Via historical context and literary technique, students read, discuss, and analyze texts by various authors spanning the history of performance art: Hugo Ball, John Cage, Richard Foreman, Carolee Schneeman, Joseph Beuys, Karen Finley, Nature Theater of Oklahoma, John Leguizamo, and create and perform their own writing. Field trips and attendance at first class are required.

Instructor(s): W. Pope.L Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34301, TAPS 28414

ARTV 24401-24402. Photography I-II.

The goal of this course is to develop students' investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist's statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

ARTV 24401. Photography I. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 34401, CMST 27602, CMST 37602

ARTV 24402. Photography II. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 34402, CMST 27702, CMST 37702

ARTV 24402. Photography II. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 34402, CMST 27702, CMST 37702

ARTV 24405. Color Photography. 100 Units.

Light, space-time, movement, and color; these are the mediums of photography which the student is encouraged to question and work with throughout this course. What is color? What does it do? We will analyze the nature of photography, "writing with light," through the specific exploration and use of color by working hands-on in its control, distribution, and manipulation. Techniques in non-traditional color printing, as well as experimentation, working against popular conventions and methodologies in photography are introduced and encouraged. Being grounded in the mechanical and technical basis of photography leads us to pursue understanding of the mediums of light, space-time, and movement, all inseparable from knowledge of the physics of our world. The goal is to experiment, investigate, and share how these core phenomena, the foundation of photography, shape the way one makes and takes a photographic image, how one sees the world.

Instructor(s): S. Huffman Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300; ARTV 24000

Equivalent Course(s): ARTV 34405

ARTV 24550. Shopcraft: Methods and Materials. 100 Units.

Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students' design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.

Instructor(s): D. Wolf Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34550, TAPS 27900

ARTV 24701. Experimental Drawing: Multi-level Studio. 100 Units.

Open to all levels of experience. We will explore a wide range of materials and methods that link drawing practice to an array of ideas and historic artistic movements (for example: Renaissance anamorphic perspective; non-Western attitudes towards narration and space in scroll painting; concretization of conceptual thinking in Dada's Diagrams, to name a few...). The act of drawing will furthermore be considered a means of thinking and proceeding that affords us insight into the relationship between experimentation and invention common to all artistic endeavors. Class projects and critiques investigate this relationship, and will address how drawing can nurture your work in other media. This studio class is augmented by readings, field trips, and writing assignments.

Instructor(s): K. Desjardins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34701

ARTV 24703. Mixed-Media Drawing: From Object to Concept. 100 Units.

An object of your choice will serve as a departure point for this process-oriented studio course that takes you through a sequenced exploration of a variety of mixed media drawing materials, methods, and approaches: from observation to abstraction--to the purely conceptual. Readings, critical writing, and discussion are intended to reinforce fluidity between theory, your ideas, and your art practice. This course is augmented by an image bank and gallery visits.

Instructor(s): K. Desjardins Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Open to all levels of experience.

Equivalent Course(s): ARTV 34703

ARTV 24709. The Death of Painting: Advanced Painting Studio/Seminar. 100 Units.

"From today, painting is dead!" exclaimed painter Paul Delaroche in 1839, upon encountering his first Daguerreotype. Since then, painting's authenticity and validity have continued to come into question. We will work with a series of studio projects designed to address the impact of technological innovation on the practice of painting. These projects serve as catalysts for discussion of the challenges and (well yes) experiential anxiety inherent in the contemporary discourse around the demise of painting. Expect a busy quarter of painting, discussion, and critique. Visiting artists, assigned readings, visits to museums and galleries augment this course.

Instructor(s): K. Desjardins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300 and ARTV 22000 or 22002

Equivalent Course(s): ARTV 34709

ARTV 25100. Nonfiction Film: Representations and Performance. 100 Units.

This course attempts to define nonfiction cinema by looking at the history of its major modes (e.g., documentary, essay, ethnographic, agitprop film), as well as personal/autobiographical and experimental works that are less easily classifiable. We explore some of the theoretical discourses that surround this most philosophical of film genres (e.g., ethics and politics of representation; shifting lines between fact and fiction, truth and reality). The relationship between the documentary and the state is examined in light of the genre's tendency to inform and instruct. We consider the tensions of filmmaking and the performative aspects in front of the lens, as well as the performance of the camera itself. Finally, we look at the ways in which distribution and television effect the production and content of nonfiction film.

Instructor(s): J. Hoffman

Equivalent Course(s): CMST 28200,ARTV 35100,CMST 38200,HMRT 25101,HMRT 35101

ARTV 25201. Cinema and the First Avant-Garde, 1890-1933. 100 Units.

Equivalent Course(s): CMST 25201,ARTH 25205,CMST 45201

ARTV 25300. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring

Note(s): Required of students majoring in Cinema and Media Studies

Equivalent Course(s): CMST 10100,ARTH 20000,ENGL 10800

ARTV 25400. Theories of Media. 100 Units.

This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a habitat" in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and such modern texts as Marshall McLuhan's *Understanding Media*, Régis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of such concepts as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at such recent films as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises, and a final paper.

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): ENGL 12800,AMER 30800,ARTH 25900,ARTH 35900,CMST 27800,CMST 37800,ENGL 32800

ARTV 26000. Introduction to Stage Design. 100 Units.

This course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects.

Instructor(s): T. Burch Terms Offered: Autumn

Note(s): Lab fee required. This course is offered in alternate years.

Equivalent Course(s): ARTV 36300

ARTV 26214. Working From Life. 100 Units.

This class is an multidisciplinary intensive into the ways in which artistic production is dependent on and part of larger cultural tropes. Utilizing contemporary culture as a framework, how does art form connective tissues with the worlds that happen outside of the artists studio? Visual art is a communicative form that requires subject matter and this class will investigate the myriad of ways that artists mine culturally meaningful materials, forms, and images as both subjects and as palette. Participation in several field trips and out-of-class film screenings is required. Reference materials are drawn from a variety of disciplines.

Instructor(s): G. Oppenheimer Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 36214

ARTV 26217. OPC Seminar 2014: Mental Space-Digressions in the Art of Contemporary Landscape. 100 Units.

This interdisciplinary course will examine the ways in which we can re-imagine of the genre of landscape to complicate our understanding of interiority and the external world. What does it mean today to say, as Paul Cezanne put it, "The landscape thinks itself in me and I am its consciousness"? How can we think of the strange and un-budgeable mixture of landscape and consciousness as material to be worked with? Given the ever increasing virtualization of contemporary life, can we still breathe out-of-doors and touch the wildly complex sensorial phenomenon that was once un-problematically referred to simply as "Nature"? These are some of the key questions this course will explore through readings, visiting lecturers, film screenings, plein air painting, and other related activities. Texts will include writings by W. J. T. Mitchell, Robert Rosenblum, Henri Lefebvre, Joseph Leo Koerner, Robert Smithson, Susan Hiller, and others.

Instructor(s): Z. Cahill Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 36217

ARTV 26411. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for "the mad" to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus—not simply on the mentally ill subject as hero or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity *and* the sanatorium, both the deranged subject *and* the asylum, both the madwoman *and* the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ARTH 26905, ARTH 36905, ARTV 36411, CMST 25550, CMST 35550, ENGL 28703, ENGL 38703, BPRO 26400

ARTV 26500-26600. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTV 2650. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

Instructor(s): J. Lastra Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 36500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000

ARTV 2660. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): T. Gunning Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required.

Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

ARTV 2660. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): T. Gunning Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

ARTV 26901. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 36901, CRWR 26341, CRWR 46341, ENGL 24319, ENGL 34319, BPRO 26200

ARTV 27200. Painting. 100 Units.

Presuming fundamental considerations, this studio course emphasizes the purposeful and sustained development of a student's visual investigation through painting, accentuating both invention and clarity of image. Requirements include group critiques and discussion.

Instructor(s): K. Desjardins, D. Schutter Terms Offered: Winter, Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002

Equivalent Course(s): ARTV 37200

ARTV 27910. Drawing After 1953. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 27610, ARTH 37610, ARTV 37910

ARTV 28204. Political Documentary Film. 100 Units.

This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.

Instructor(s): J. Hoffman

Equivalent Course(s): CMST 28201, ARTV 38204, CMST 38201

ARTV 29600. Junior Seminar. 100 Units.

This seminar prepares students who are majoring in visual arts for their senior project. The project is an independent studio project or a combined studio/research project that students begin in the summer preceding their fourth year. Students engage in two main activities: (1) a series of studio projects challenging the imagination and enlarging formal skills; and (2) an introduction to the contemporary art world through selected readings, lectures, careful analysis of art objects/events, and critical writing. Studio skills are developed while contending with the central task of articulating ideas through a resistant medium. Visits to museums, galleries, and other cultural and commercial sites required, as is attendance at designated events.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): Open to nonmajors with consent of Director of Undergraduate Studies.

Note(s): It is recommended that students who are majoring in visual arts enroll in this required course in Spring Quarter of their third year

ARTV 29700. Independent Study in Visual Arts. 100 Units.

Students in this reading course should have already done fundamental course work and be ready to explore a particular area of interest much more closely.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): ARTV 10100, 10200, or 10300 and consent of instructor

Note(s): Students are required to submit the College Reading and Research Course Form.

ARTV 29850. Senior Seminar. 100 Units.

This is a critique-based course utilizing group discussion and individual guidance in the service of advancing the senior project for students who are majoring in visual arts. Emphasis is placed on the continued development of student's artistic production that began in the preceding Junior Seminar, and continued throughout the intervening summer. Readings and written responses required. In addition to studio work, visits to museums and galleries required.

Instructor(s): K. Desjardins Terms Offered: Autumn

Prerequisite(s): Consent of Director of Undergraduate Studies

Note(s): Required of students who are majoring in visual arts

ARTV 29900. Senior Project. 100 Units.

For Visual Arts majors in the Honors Track. This course provides an opportunity for students to engage in a sustained and intense development of their art practice in biweekly critiques throughout the Winter and Spring Quarters.

Instructor(s): L. Letinsky Terms Offered: Winter, Spring

Prerequisite(s): Consent of Director of Undergraduate Studies

Note(s): Required of students who are majoring in visual arts. Students are required to submit the College Reading and Research Course Form.

ARTV 31001. Figure Drawing: Trans/Figuration. 100 Units.

Figure drawing is an experience that engages us visually, physically, emotionally, and psychologically. This many-faceted relationship is examined through the use of a variety of traditional and experimental materials, set-ups, and drawing methods. Assignments and class critiques investigate different models of stylistic invention, ranging from realism to comic expression. This studio class includes readings, field trips, and class projects that address the human form as source for developing your own visual responses to related issues—such as identity, narrative, and social critique.

Instructor(s): K. Desjardins Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 21001

ARTV 31900. Color Theory and Practice. 100 Units.

This course will introduce students to practical aspects of color mixing and the visual impacts of specific color combinations through a series of studio exercises and projects. Conceptual and theoretical investigations into optics, the science of color, and psychological and symbolic effects will contribute to an overall understanding of color in relation to visual culture and perception.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 21900

ARTV 32000. Introduction to Sculpture. 100 Units.

This course introduces the fundamentals of sculptural practice. Building on the historical, aesthetic, and technical strategies of making and thinking about sculpture, students are directed toward the realization of 3D objects. Assignments are intended to explore materials and process so as to facilitate students' development of an idea to a completed object. Discussions and gallery visits help engender an understanding of sculpture within a societal and historical context. Visits to galleries required.

Instructor(s): G. Oppenheimer Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22200, TAPS 28448

ARTV 32200-32202. Introduction to Painting I-II.

This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion. Courses taught concurrently.

ARTV 32200. Introduction to Painting I. 100 Units.

Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22000

ARTV 32202. Introduction to Painting II. 100 Units.

Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22002

ARTV 32202. Introduction to Painting II. 100 Units.

Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22002

ARTV 32305. Performing Tableware. 100 Units.

Performing Tableware takes the actions and objects of the table as a site of research. Through demonstrations, readings and production, tableware will be considered in the context of contemporary practices in design, sculpture, installation, and performance. Materially rooted in ceramics, this course gives students the opportunity to highlight, interrupt or subvert the patterns associated with sitting around table. Student will engage in the full range of ceramic processes in this course. Developing projects through a process of questioning behavior and the intimate functions of objects of the table, students will extend and challenge their material knowledge. The class will provide workshops on techniques grounded in the traditions of tableware including china painting, glaze decals, and demonstrations on mold-making for slipcasting multiple objects.

Instructor(s): A. Ginsburg Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22305

ARTV 32500. Digital Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

Instructor(s): J. Salavon Terms Offered: Winter, Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 22500, CMST 28801, CMST 38801

ARTV 32502. Data and Algorithm in Art. 100 Units.

An introduction to the use of data sources and algorithmic methods in visual art, this course explores the aesthetic and theoretical possibilities of computational art-making. Focusing on the diverse and ever expanding global data-feed, we will craft custom software processes to create works investigating the visual transformation of information. Additionally, software programming may be deployed independently, without a connection to source material. While placing an emphasis on creating new work, we will also survey the history of this type of art practice.

Instructor(s): J. Salavon Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): No prior experience with programming is necessary.

Equivalent Course(s): ARTV 22502

ARTV 33801. Video. 100 Units.

This is a production course geared towards short experimental works and video within a studio art context.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): CMST 28903, ARTV 23801

ARTV 33807. Compression. 100 Units.

This interdisciplinary studio-seminar will explore the concept of compression as it relates to contemporary art and life. By way of technology and efficiency, increasing quantities of information, data, and experience are squeezed into ever smaller spaces and shorter time periods. The same information communicated in a 30-second TV ad from the 1980s is now delivered in five seconds. This density of life and rapid fire communication impacts perception, consciousness, and aesthetics, creating new realities for artists to respond to. Through a series of art- and science-based texts, discussions, and interdisciplinary creative projects, this course will consider the experiential and formal impact of compression.

Instructor(s): S. Wolniak Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 23807

ARTV 33849. Politics of the Moving Image: Form, Content, Context. 100 Units.

This course sifts the terrain of art and film history for political problematics and considers the issues relevant to the entry of moving image into the sphere of the fine arts: from the avant-garde's vision of a transformational Gesamtkunstwerk to the more practical negotiations of film versus video and installation versus screening. This production seminar is structured by a series of thematic screenings, discussions, and four substantial studio projects engaging higher level concepts central to the relationship between film and sculpture. Topics addressed range from montage, narrative, and apparatus to issues of labor, collective production, and exhibition design. Filmmakers and artists discussed may include Chris Marker, Peter Watkins, Anthony McCall, Diana Thater, and Mark Leckey.

Instructor(s): K. Pandian Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Attendance at screenings is mandatory

Equivalent Course(s): ARTV 23849

ARTV 33904. Senior Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): J. Hoffman Terms Offered: Winter

Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.

Equivalent Course(s): CMST 23904, ARTV 23904

ARTV 33905. Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): Judy Hoffman Terms Offered: Autumn, Winter

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

Equivalent Course(s): CMST 33905, ARTV 23905

ARTV 33920. Drawing II: Exploded Drawing. 100 Units.

This intensive studio course will explore wide-ranging strategies in drawing and two-dimensional composition. Interrogating conventions of representation and pictorial space, students will develop new formal and conceptual possibilities that relate to the complexities and changing perspectives of contemporary life. Drawing will be addressed as an expansive, open-ended outlet for thought and action.

Emphasis will be on innovation within the fundamental structures of the medium, including its history, materials, and techniques.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 23920

ARTV 33931. Documentary Production II. 100 Units.

This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.

Instructor(s): J. Hoffman

Prerequisite(s): CMST 23930/ARTV 23930

Equivalent Course(s): CMST 23931,ARTV 23931,CMST 33931

ARTV 34000. Introduction to Black and White Film Photography. 100 Units.

Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this class, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Field trips required.

Instructor(s): S. Huffman, L. Letinsky Terms Offered: Autumn, Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Camera and light meter required.

Equivalent Course(s): ARTV 24000,CMST 27600,CMST 37600

ARTV 34130. The Production of the Artist. 100 Units.

This course will develop a conversation about what constitutes the image of the contemporary artist. Written exercises will contribute to the development of the problem of how one produces oneself as an artist. The history of dematerialization in art practice from the 1960's, and the discussion of globalization that emerged in the 1980's will be brought to bear. How is the role and identity of the artist constructed in relation to various histories and to the prevailing movements of the moment such as institutional critique and relational aesthetics? This course is open to students of all disciplines who are interested in how the artist is constructed, not only as role or identity, but as a production site.

Instructor(s): R. Basbaum Terms Offered: Autumn

Equivalent Course(s): LACS 24130,LACS 34130,ARTV 24130

ARTV 34201. Collage. 100 Units.

This studio course explores collage as a means for developing content and examining complex cultural and material relationships. Projects and assigned texts outline the history of collage as a dynamic art form with a strong political dimension, as well as critically addressing how it is being used today.

Instructor(s): S. Wolniak Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 24201

ARTV 34301. Writing for Performance. 100 Units.

This course is an exploration of select texts for performance written by performance artists primarily but not entirely operating within the context of art. Via historical context and literary technique, students read, discuss, and analyze texts by various authors spanning the history of performance art: Hugo Ball, John Cage, Richard Foreman, Carolee Schneeman, Joseph Beuys, Karen Finley, Nature Theater of Oklahoma, John Leguizamo, and create and perform their own writing. Field trips and attendance at first class are required.

Instructor(s): W. Pope.L Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 24301, TAPS 28414

ARTV 34401-34402. Photography I-II.

The goal of this course is to develop students' investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist's statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

ARTV 34401. Photography I. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 24401, CMST 27602, CMST 37602

ARTV 34402. Photography II. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 24402, CMST 27702, CMST 37702

ARTV 34402. Photography II. 100 Units.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

Equivalent Course(s): ARTV 24402, CMST 27702, CMST 37702

ARTV 34405. Color Photography. 100 Units.

Light, space-time, movement, and color; these are the mediums of photography which the student is encouraged to question and work with throughout this course. What is color? What does it do? We will analyze the nature of photography, "writing with light," through the specific exploration and use of color by working hands-on in its control, distribution, and manipulation. Techniques in non-traditional color printing, as well as experimentation, working against popular conventions and methodologies in photography are introduced and encouraged. Being grounded in the mechanical and technical basis of photography leads us to pursue understanding of the mediums of light, space-time, and movement, all inseparable from knowledge of the physics of our world. The goal is to experiment, investigate, and share how these core phenomena, the foundation of photography, shape the way one makes and takes a photographic image, how one sees the world.

Instructor(s): S. Huffman Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300; ARTV 24000

Equivalent Course(s): ARTV 24405

ARTV 34550. Shopcraft: Methods and Materials. 100 Units.

Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students' design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.

Instructor(s): D. Wolf Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 24550, TAPS 27900

ARTV 34701. Experimental Drawing: Multi-level Studio. 100 Units.

Open to all levels of experience. We will explore a wide range of materials and methods that link drawing practice to an array of ideas and historic artistic movements (for example: Renaissance anamorphic perspective; non-Western attitudes towards narration and space in scroll painting; concretization of conceptual thinking in Dada's Diagrams, to name a few...). The act of drawing will furthermore be considered a means of thinking and proceeding that affords us insight into the relationship between experimentation and invention common to all artistic endeavors. Class projects and critiques investigate this relationship, and will address how drawing can nurture your work in other media. This studio class is augmented by readings, field trips, and writing assignments.

Instructor(s): K. Desjardins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 24701

ARTV 34703. Mixed-Media Drawing: From Object to Concept. 100 Units.

An object of your choice will serve as a departure point for this process-oriented studio course that takes you through a sequenced exploration of a variety of mixed media drawing materials, methods, and approaches: from observation to abstraction--to the purely conceptual. Readings, critical writing, and discussion are intended to reinforce fluidity between theory, your ideas, and your art practice. This course is augmented by an image bank and gallery visits.

Instructor(s): K. Desjardins Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Note(s): Open to all levels of experience.

Equivalent Course(s): ARTV 24703

ARTV 34709. The Death of Painting: Advanced Painting Studio/Seminar. 100 Units.

"From today, painting is dead!" exclaimed painter Paul Delaroche in 1839, upon encountering his first Daguerreotype. Since then, painting's authenticity and validity have continued to come into question. We will work with a series of studio projects designed to address the impact of technological innovation on the practice of painting. These projects serve as catalysts for discussion of the challenges and (well yes) experiential anxiety inherent in the contemporary discourse around the demise of painting. Expect a busy quarter of painting, discussion, and critique. Visiting artists, assigned readings, visits to museums and galleries augment this course.

Instructor(s): K. Desjardins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300 and ARTV 22000 or 22002

Equivalent Course(s): ARTV 24709

ARTV 35100. Nonfiction Film: Representations and Performance. 100 Units.

This course attempts to define nonfiction cinema by looking at the history of its major modes (e.g., documentary, essay, ethnographic, agitprop film), as well as personal/autobiographical and experimental works that are less easily classifiable. We explore some of the theoretical discourses that surround this most philosophical of film genres (e.g., ethics and politics of representation; shifting lines between fact and fiction, truth and reality). The relationship between the documentary and the state is examined in light of the genre's tendency to inform and instruct. We consider the tensions of filmmaking and the performative aspects in front of the lens, as well as the performance of the camera itself. Finally, we look at the ways in which distribution and television effect the production and content of nonfiction film.

Instructor(s): J. Hoffman

Equivalent Course(s): CMST 28200,ARTV 25100,CMST 38200,HMRT 25101,HMRT 35101

ARTV 36214. Working From Life. 100 Units.

This class is an multidisciplinary intensive into the ways in which artistic production is dependent on and part of larger cultural tropes. Utilizing contemporary culture as a framework, how does art form connective tissues with the worlds that happen outside of the artists studio? Visual art is a communicative form that requires subject matter and this class will investigate the myriad of ways that artists mine culturally meaningful materials, forms, and images as both subjects and as palette. Participation in several field trips and out-of-class film screenings is required. Reference materials are drawn from a variety of disciplines.

Instructor(s): G. Oppenheimer Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 26214

ARTV 36217. OPC Seminar 2014: Mental Space-Digressions in the Art of Contemporary Landscape. 100 Units.

This interdisciplinary course will examine the ways in which we can re-imagine of the genre of landscape to complicate our understanding of interiority and the external world. What does it mean today to say, as Paul Cezanne put it, "The landscape thinks itself in me and I am its consciousness"? How can we think of the strange and un-budgeable mixture of landscape and consciousness as material to be worked with? Given the ever increasing virtualization of contemporary life, can we still breathe out-of-doors and touch the wildly complex sensorial phenomenon that was once un-problematically referred to simply as "Nature"? These are some of the key questions this course will explore through readings, visiting lecturers, film screenings, plein air painting, and other related activities. Texts will include writings by W. J. T. Mitchell, Robert Rosenblum, Henri Lefebvre, Joseph Leo Koerner, Robert Smithson, Susan Hiller, and others.

Instructor(s): Z. Cahill Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 26217

ARTV 36300. Introduction to Stage Design. 100 Units.

This course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects.

Instructor(s): T. Burch Terms Offered: Autumn

Note(s): Lab fee required. This course is offered in alternate years.

Equivalent Course(s): ARTV 26000

ARTV 36411. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for "the mad" to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus—not simply on the mentally ill subject as hero or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity *and* the sanatorium, both the deranged subject *and* the asylum, both the madwoman *and* the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ARTH 26905, ARTH 36905, ARTV 26411, CMST 25550, CMST 35550, ENGL 28703, ENGL 38703, BPRO 26400

ARTV 36500. History of International Cinema I: Silent Era. 100 Units.

This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

Instructor(s): J. Lastra Terms Offered: Autumn

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 26500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000

ARTV 36901. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901,CRWR 26341,CRWR 46341,ENGL 24319,ENGL 34319,BPRO 26200

ARTV 37200. Painting. 100 Units.

Presuming fundamental considerations, this studio course emphasizes the purposeful and sustained development of a student's visual investigation through painting, accentuating both invention and clarity of image. Requirements include group critiques and discussion.

Instructor(s): K. Desjardins, D. Schutter Terms Offered: Winter, Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002

Equivalent Course(s): ARTV 27200

ARTV 37910. Drawing After 1953. 100 Units.

For course description contact Art History.

Equivalent Course(s): ARTH 27610,ARTH 37610,ARTV 27910

ARTV 38204. Political Documentary Film. 100 Units.

This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.

Instructor(s): J. Hoffman

Equivalent Course(s): CMST 28201,ARTV 28204,CMST 38201

ARTV 39200. Graduate Seminar: ARTV. 100 Units.

Instructor(s): D. Schutter, T. Gates Terms Offered: Autumn, Winter, Spring

ARTV 40000. Graduate Studio Project. var Units.

Terms Offered: Autumn, Winter, Spring

ARTV 55500. Race, Media and Visual Culture. 100 Units.

For course description contact CDIN Center for Disciplinary Innovation.

Equivalent Course(s): CDIN 51300,ARTH 49309,CMLT 51500,CMST 51300,ENGL 51300



INTERDISCIPLINARY OPPORTUNITIES

These pages identify interdisciplinary areas and courses in those areas. Some students may explore these areas through one of the formal programs of study. Students may also wish to plan their own programs in one of these areas: Tutorial Studies (p. 1315) or Interdisciplinary Studies in the Humanities (p. 751). Students should discuss these options with their College advisers.

- Astronomy and Astrophysics (p. 1351)
- Big Problems (p. 1357)
- Chicago Studies (p. 1372)
- Computational Neuroscience (p. 1378)
- Creative Writing (p. 1382)
- Education (p. 1405)
- Human Rights (p. 1411)



ASTRONOMY AND ASTROPHYSICS

Astrophysics deals with some of the most majestic themes known to science. Among these are the evolution of the universe from the Big Bang to the present day; the origin and evolution of planets, stars, galaxies, and the elements themselves; the unity of basic physical law; and the connection between the subatomic properties of nature and the observed macroscopic universe.

Three sequences of courses present the study of these topics in different scope and depth:

1. PHSC 11900-12000 Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know is a two-quarter sequence that satisfies the general education requirements in the physical sciences. It covers the formation and evolution of stars, the galaxy, and the extragalactic universe. NTSC 10100-10200-10300-10400 Evolution of the Natural World I-II-III; Environmental Ecology is a four-quarter sequence that satisfies the general education requirements in the physical and biological sciences. NTSC 10200 Evolution of the Natural World II: Evolution of the Universe deals with the evolution of the universe.
2. For students seeking a more in-depth examination of selected astrophysical topics, astronomy courses numbered in the 18000s are offered, usually to be taken in their second year or later. These courses are intended for students from throughout the College.
3. For students considering graduate work in astrophysics, the Department of Astronomy and Astrophysics recommends the program leading to a degree of BA in Physics with Specialization in Astrophysics. For details, see the Physics section of this catalog. Tutorial and research courses are available in addition to more informal opportunities for work and study in the Department of Astronomy and Astrophysics. Participation in a weekly seminar on current topics in astrophysical research is also recommended.

ASTRONOMY AND ASTROPHYSICS COURSES

ASTR 18100. The Milky Way. 100 Units.

In this course, students study what is known about our galaxy, the Milky Way. We discuss its size, shape, composition, location among its neighbors, motion, how it evolves, and where we are located within it, with an emphasis on how we know what we claim to know. L.

Instructor(s): N. Gnedin Terms Offered: Spring

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18100

ASTR 18200. The Origin and Evolution of the Universe. 100 Units.

This course discusses how the laws of nature allow us to understand the origin, evolution, and large-scale structure of the universe. After a review of the history of cosmology, we see how discoveries in the twentieth century (i.e., the expansion of the universe and the cosmic background radiation) form the basis of the hot Big Bang model. Within the context of the Big Bang, we learn how our universe evolved from the primeval fireball.

Instructor(s): A. Olinto

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18200

ASTR 18300. Searching Between the Stars. 100 Units.

With the advent of modern observational techniques (e.g., radio, satellite astronomy), it has become possible to study free atoms, molecules, and dust in the vast space between the stars. The observation of interstellar matter provides information on the physical and chemical conditions of space and on the formation and evolution of stars.

Instructor(s): D. Harper Terms Offered: Winter

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18300

ASTR 20000. Tutorial in Astronomy and Astrophysics. 100 Units.

Students in this tutorial read topics in astronomy and astrophysics under the supervision of a faculty member. Instructors meet with one to three students for approximately two hours each week to discuss readings on topics they choose together.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Any 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Note(s): Class limited to six students. Available for either quality grades or for P/F grading.

ASTR 21300. Origin and Evolution of the Solar System. 100 Units.

Representative topics include abundance and origin of the elements; formation, condensation, and age of the solar system; meteorites and the historical record of the solar system they preserve; comets and asteroids; the planets and their satellites; temperatures and atmospheres of the planets; and the origin of the Earth's lithosphere, hydrosphere, atmosphere, and biosphere. (L)

Instructor(s): L. Grossman Terms Offered: Winter

Prerequisite(s): Consent of instructor required; knowledge of physical chemistry recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 22000

ASTR 23000. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.

Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole—cosmos or civilization—and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of “knowledge” mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others “out there” in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves—seek understanding of the human condition—in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply “belief” or “practice,” the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.

Instructor(s): W. Schweiker, D. York Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): BPRO 23000, RLST 23603

ASTR 24100. The Physics of Stars and Stellar Systems. 100 Units.

Building upon a student’s previous knowledge of physics, this course introduces the astrophysics of stars and stellar systems with an emphasis on the physical nature of stars. Topics include the tools of astronomy, both observational and theoretical Hertzsprung-Russell diagrams, structure and evolution of stars, binary stars, star clusters, and end states of stars (e.g., white dwarfs, neutron stars, black holes). L.

Instructor(s): H.-W. Chen Terms Offered: Autumn

Prerequisite(s): PHYS 23400 or consent of instructor.

ASTR 24200. The Physics of Galaxies and the Universe. 100 Units.

Physical laws are applied in the study of the structures and evolution of galaxies, quasars, clusters of galaxies, and the universe at large.

Instructor(s): W. Hu Terms Offered: Winter

Prerequisite(s): ASTR 24100 or consent of instructor.

ASTR 28200. Current Topics in Astrophysics. 100 Units.

This course explores in considerable detail an area of current research interest in astrophysics. The topic varies, but recent examples include the early universe, high-energy astrophysics, magneto-hydrodynamics in astrophysics, and observational cosmology.

Instructor(s): D. Harper Terms Offered: Spring

Prerequisite(s): ASTR 24100 and 24200, or consent of instructor.

ASTR 29700. Participation in Research. 100 Units.

Students are assigned to work in the research group of a member of the faculty. Participation in research may take the form of independent work on a small project or assistance to an advanced graduate student or faculty member in his or her research.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Third- or fourth-year standing and consent of instructor and departmental counselor.

Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Students may register for this course for as many quarters as they wish; they need not work with the same faculty member each time.

OTHER COURSES OF INTEREST

PHSC 11900-12000. Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know.

Must be taken in sequence. PHSC will be taught in Autumn and Winter Quarters, and PHSC 12000 will be taught in Winter and Spring Quarters.

PHSC 11900. Stellar Astronomy and Astrophysics. 100 Units.

This course explores the observational and theoretical bases for our present understanding of the structures and evolution of stars. After a brief introduction to descriptive astronomy and a survey and interpretation of the relevant observations, we develop the theoretical principles governing the physical properties and dynamics of stars. Subsequently, we apply such observational and theoretical methods to studies of the formation of stars and their planetary systems, the life and death of stars, and the formation of the chemical elements. This course also will be offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): R. Rosner, Autumn; S. Meyer, Winter. L: A. Kravtsov, Autumn; P. Privitera, Winter

Terms Offered: Autumn, Winter
Prerequisite(s): MATH 10600 or placement in MATH 13100 or higher.

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.

The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring

Terms Offered: Winter, Spring
Prerequisite(s): PHSC 11900 or consent of instructor

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.

The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring
Terms Offered: Winter, Spring
Prerequisite(s): PHSC 11900 or consent of instructor

PHYS 29100-29200-29300. Bachelor's Thesis.

This yearlong sequence of courses is designed to involve the student in current research. Over the course of the year, the student works on a research project in physics or a closely related field (e.g., astrophysics) leading to the writing of a bachelor's thesis. A student who submits a satisfactory thesis, earns a grade of B or higher based on the project, and achieves a GPA of 3.0 or higher in the required undergraduate physics courses is eligible to receive a BA with honors. The project may be one suggested by the instructor or one proposed by the student and approved by the instructor. In either case, all phases of the project (including the literature search, design and construction of the experiments, and analysis) must be done by the student. The instructor, the faculty adviser, post-docs, and graduate students are, of course, available for consultation.

PHYS 29100. Bachelor's Thesis. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29200. Bachelor's Thesis. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29300. Bachelor's Thesis. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29200. Bachelor's Thesis. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29300. Bachelor's Thesis. 100 Units.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

Note(s): Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.



BIG PROBLEMS

The Big Problems courses that follow are among a growing number of capstone experiences offered as electives to fourth-year students in the College. Under special circumstances involving senior project needs, third-year students may petition for permission to register for a Big Problems course.

"Big problems" are characteristically matters of global or universal concern that intersect with several disciplines and affect a variety of interest groups. They are problems for which solutions are crucially important but not obviously available.

Big Problems courses emphasize process as well as content: learning how to creatively confront difficult intellectual and pragmatic problems wider than one's area or expertise and to consider how to deal with the uncertainty that results. This often points to the importance of working in groups. If the core curriculum provides a basis for learning and the majors develop more specialized knowledge, the Big Problems experience leads to the development of skills for thinking about and dealing with the important but unyielding issues of our time.

Big Problems courses encourage linkage to BA papers, research experiences, or internships. They use interdisciplinary team teaching, seeking to cross disciplines and divisions and to transcend familiar models of content, organization, and instruction.

Each year a Big Problems Lecture Series features outside speakers and additional workshops for interested students.

BIG PROBLEMS COURSES

BPRO 21500. What Is Civic Knowledge? 100 Units.

What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a "democratic" nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly "democratic?" Could they be? What does "Chicago" stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.

Instructor(s): R. Schultz, M. Browning. Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 22200. Boundaries, Modules, and Levels. 100 Units.

This course investigates conceptual problems arising in the attempt to analyze the structure of complex systems in a variety of biological, psychological, social, and technological contexts, and how the answers may vary with how the boundaries are drawn. We confront descriptive, critical, and normative puzzles arising from questions such as the following: Is a society just a collection of people, an organized collection of people, or something more? Can a corporation have rights and responsibilities? Can groups have identities? Why are minds in the head, or are they? And are genes the bearers of heredity?

Instructor(s): W. Wimsatt, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 22300. Empire. 100 Units.

Students in this course read a variety of texts (e.g., writings of Thucydides, Vergil, and Forster; documents from the caliphate of Andalusia; current articles). By viewing their own experiences in the light of Arab, British, Greek, and Roman empires, students reflect on America's role in the cultures and countries of the twenty-first century. Economics, language, culture, ecology, and social ethics may provide the lenses through which students view and review their experiences.

Instructor(s): Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing. Completion of the general education requirement in civilization studies through a College-sponsored study abroad program.

BPRO 22400. The Ugly American Comes Home. 100 Units.

The aims of this course are to interrogate not only the experience of studying abroad, but also the condition of coming "home" and facing a range of needs to assimilate and articulate your experience. We address being abroad and afterward through a range of reading materials, including travel writings, philosophies of education, and considerations of narrative and perception. Writing assignments will explicitly address the challenge of integrating study abroad with other forms of knowledge and experience that characterize collegiate education.

Instructor(s): M. Merritt, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing; completion of a study abroad program (University of Chicago program, other institution's program, or self-structured program).

Equivalent Course(s):

BPRO 22600. Autonomy and Medical Paternalism. 100 Units.

This course does not meet requirements for the biological sciences major. This course is an in-depth analysis of what we mean by autonomy and how that meaning might be changed in a medical context. In particular, we focus on the potential compromises created by serious illness in a person with decision-making capacity and the peculiar transformations in the meaning of autonomy created by advance directives and substituted judgment.

Instructor(s): D. Brudney, J. Lantos Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 22610. Medical Ethics: Who Decides and on What Basis? 100 Units.

Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics.

Instructor(s): D. Brudney, A. Dudley Goldblatt, L. Ross Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological science major.

Equivalent Course(s):

BPRO 22800. Drinking Alcohol: Social Problems or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).

Instructor(s): M. Dietler, W. Green Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): ANTH 25310, BIOS 02280

BPRO 23000. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.

Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole—cosmos or civilization—and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of “knowledge” mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others “out there” in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves—seek understanding of the human condition—in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply “belief” or “practice,” the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.

Instructor(s): W. Schweiker, D. York Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ASTR 23000, RLST 23603

BPRO 23400. Is Development Sustainable? 100 Units.

This discussion course grapples with the “big problem” of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.

Instructor(s): L. Mets, Staff Terms Offered: Will be offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): Background in environmental issues not required

Equivalent Course(s): HIPS 23400, NCDV 27300, PBPL 24400, ENST 24400

BPRO 23500. The Organization of Knowledge. 100 Units.

This course explores several structures of knowledge that students may have encountered in their core and specialized education, with the goal of enabling students to identify and explore the implications of these different structures. We ask whether all knowledge is relative, and if so, to what? When things are structured differently, does that mean that knowledge is lost? Or are there several diverse ways of structuring knowledge, each of which may be viable? We read a wide range of classical and modern thinkers in various disciplines.

Instructor(s): W. Sterner, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 23600. Social Context, Biology, and Health. 100 Units.

We take for granted our relationships with other people as fundamental. Yet when these connections are absent or disrupted, our minds and biology are likewise disrupted. Epidemiological studies have now clearly established a relationship between social isolation and both mental and physical health. This course adopts an integrative interdisciplinary approach that spans the biological to sociological levels of analysis to explore the interactions involved and possible mechanisms by which the social world gets under the skin to affect the mind, brain, biology, and health.

Instructor(s): J. Cacioppo, M. McClintock, L. Waite Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 23760. The Social Brain: Social Isolation and Loneliness. 100 Units.

The past two decades have witnessed a remarkable rise in the number of investigations published on the social brain. The discoveries conveyed by the titles of many of these reports (e.g., the neural basis of love, altruism, morality, generosity, trust) have piqued the interest of young investigators, funding agencies, the media, and laypeople alike. Such attention is a double-edged sword, however, as errors are exaggerated in importance, and oversimplifications create false expectations and, ultimately, disillusionment in what the field can contribute. It is, of course, one thing to assume that neural processes underlie all psychological phenomenon, it is another to claim that a given brain region is the biological instantiation of complex psychological functions like the self, empathy or loneliness. The purpose of this course is to examine opportunities and challenges in this field primarily through research on two of the most important topics in the field: social isolation and empathy.

Instructor(s): J. Cacioppo, L. Hawkey Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet the requirements for the biological sciences major.

Equivalent Course(s):

BPRO 23900. Biological and Cultural Evolution. 100 Units.

This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s):

BPRO 24100. Science and Religion. 100 Units.

In this course, we explore some aspects of the relations between science and religion in Western culture (e.g., Christian, Jewish, Islamic). Questions include: What are science and religion? Are they competing intellectual systems for making sense of the world? What are social institutions? Can they be in conflict with one another? Can they support one another? Each of the instructors treats these questions by examining certain historical episodes and texts to add different perspectives to the material.

Instructor(s): R. Perlman, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24150. Romantic Love: Cultural, Philosophical, and Psychological Aspects. 100 Units.

This double-credit course combines humanistic and social scientific disciplines to examine the phenomenon of romantic love—a “big problem” in practical, theoretical, and cultural senses. The course starts by comparing representations of romantic love experiences in visual, musical and literary arts and myths. After exploring what may be specific to this form of love, we address two further issues: the role and sources of non-rational experience in romantic love, and the role of romantic love in modern marriage. Illumination of these topics is sought through the discussion of humanistic and social scientific texts and cinematic presentations.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): The class meets for six hours a week.

BPRO 24160. Love and Tragedy in Tolstoy’s *Anna Karenina*. 100 Units.

Tolstoy’s great novel *Anna Karenina* may be the finest and most compelling depiction in literature of the diverse aspects and outcomes of romantic love. Combining humanistic and social scientific perspectives, this course undertakes an intensive study of the novel to examine the joys and sorrows of romantic love, and the successes and tragedies that follow from it, as well as the aesthetic achievement of the novel as a major work of art. Resources for understanding the development of the novel’s characters and the fate of their relationships are drawn from Freud’s *Introductory Lectures on Psychoanalysis* and other works. Bases for a critical appreciation of the novel are drawn from Aristotle’s *Poetics* and Nietzsche’s *The Birth of Tragedy*.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24200. Psychoneuroimmunology: Links between the Nervous and Immune Systems. 100 Units.

This course covers all aspects of neuroimmunoendocrinology at the molecular, cellular, and organismal and social levels.

Instructor(s): M. McClintock, J. Quintans Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing, and BIOS 20180s or 20190s

Note(s): This course meets requirements for the biological sciences major.

BPRO 24300. Globalization and Neo-Liberalism. 100 Units.

Developments over the past decade have led a number of former leading enthusiasts of globalization to raise basic criticisms of the neo-liberal paradigm. In doing this, they have echoed and drawn attention to the results of economists and historians whose work undercuts the basic premises of neo-liberalism. This course explicates a varied collection of this work, viewed as a critique and alternative to neo-liberalism, by economic historians (e.g., Hobsbawm, Williams, Arrighi, Polanyi) and economists (e.g., Palley, Taylor, Stretton, Marglin, Eatwell, MacEwan, Blecker, Brenner).

Instructor(s): M. Rothenberg, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24400. Concepts of the Self from Antiquity to the Present. 100 Units.

This seminar explores the evolution of ideas about the nature and formation of selfhood from classical antiquity to the present. Along the way, we look at Greek tragedy, Stoic philosophy, early Christian texts, and the conceptual models of selfhood and self-understanding behind Descartes, Kant, Freud, Foucault, and others. Students should be prepared to deal extensively with scholarship on self, ethics, and community across the fields of philosophy, anthropology, psychology, and social history.

Instructor(s): S. Bartsch, J. Goldstein Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24500. Language and Globalization. 100 Units.

Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact and their impact on the evolution of languages.

Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24600. Moments in Atheism. 100 Units.

Atheism is as old as religion. As religion and its place in society have evolved throughout history, so has the standing and philosophical justification for non-belief. This course examines the intellectual and cultural history of atheism in Western thought from antiquity to the present. We are concerned with the evolution of arguments for a non-religious worldview, as well as with the attitude of society toward atheism and atheists.

Instructor(s): S. Bartch, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24700. From Neo-Liberalism to Neo-Imperialism. 100 Units.

This course examines the thesis advanced by a number of recent thinkers on the organic ties between neo-liberal doctrine and the rise of a new imperialism. In *False Dawn*, noted conservative political theorist John Gray gives a critique of the global free market. In *Capital Resurgent: Roots of the Neoliberal Revolution*, two important left critics, economists Gerard Dumenil and Dominique Levy, investigate the economic roots of neo-liberalism. Finally, in reading two recent works by the economic geographer David Harvey (*A Brief History of Neo-Liberalism* and *The New Imperialism*) we consider in depth the link between neo-liberalism and imperialism.

Instructor(s): M. Rothenberg, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24800. The Complex Problem of World Hunger. 100 Units.

Few of our policymakers are experts in economics, agronomy, food science, and molecular biology, yet all of these disciplines are essential for developing strategies to end world hunger. Choosing one country as a test case, we look at the history, politics, governmental structure, population demographics, and agricultural challenges. We then study the theory of world markets, global trade, and microeconomics of developing nations, as well as the promise and limitation of traditional breeding and biotechnology.

Instructor(s): J. Malamy, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 24900. Biology and Sociology of AIDS. 100 Units.

This interdisciplinary course deals with current issues of the AIDS epidemic.

Instructor(s): H. Pollack, J. Schneider Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 02490,SSAD 65100

BPRO 25000. Images of Time: Japanese History through Film. 100 Units.

Focusing attention on the emerging nexus between audio-visual media and historical studies, this course deals with theories of time, history, and representation while making those ideas and problems concrete through a study of the way in which history in Japan has been mediated by the cinema. A close reading of a wide range of films produced in and about Japan in tandem with primary and secondary materials on theories of time, images, and national history highlights the historicity and history of both film and Japan. All work in English.

Instructor(s): J. Ketelaar, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing required; knowledge of Japanese not required.

BPRO 25100. Evolutionary Theory and Its Role in the Human Sciences. 100 Units.

The course's aim is two-fold: (1) an examination of the origins and development of Darwin's theory from the early nineteenth century to the present; and (2) a selective investigation of the ways various disciplines of the human sciences (i.e., sociology, psychology, anthropology, ethics, politics, economics) have used evolutionary ideas.

Instructor(s): R. Richards, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 25200. Body and Soul: Approaches to Prayer. 100 Units.

Why do we pray? Why do we experience prayer practice as reaching out towards an intentional being whom we cannot (except in representation) touch, see, or hear? This course approaches an answer to that question by looking at the way we pray, particularly in a Christian context. What kinds of bodily engagement do we find in prayer; what impact might prayer practice have upon our bodies; what bodily features of prayer might help to explain why its practice has been so compelling to so many for so many years?

Instructor(s): Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 25300. Utopias. 100 Units.

This course surveys significant moments in utopian practice, choosing case studies from among Plato's *Republic*, Sir Thomas More's *Utopia*, national experiments, utopian communities, socialism, technophilia, new social movements, radical conservatism, and fundamentalisms. We focus on literature and art, (e.g., music, painting, architecture and urbanism, film and digital media).

Instructor(s): L. Berlant, R. Zorach Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 26050. Memory, Commemoration, and Mourning. 100 Units.

This course focuses on the manner in which we make use of the past, the personal past, the collective past, and the place of social and historical change in retelling and rewriting life-history and history. The course begins with a discussion of memory, conceptions of the personal and historic past, and such related issues as nostalgia, mourning, and the significance of commemoration in monument and ritual. These issues are explored in a number of topics such as twentieth-century war memorials, high school and college reunions, and the Holocaust and its representation in contemporary European society.

Instructor(s): B. Cohler, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 26101. On Love: Classical and Modern Perspectives. 100 Units.

The nature and function of love in human life have been a major concern of Western thought from classical antiquity to the present. This course examines and compares views of love from selective perspectives in classical philosophy (Plato on eros, Aristotle on philia) and modern personality psychology (Freud on libidinal development, Bowlby on attachment and care-giving). Authors will be studied in their own right and as they shed light on the love relationships depicted in Tolstoy's novel *Anna Karenina*. Classes will include lectures and discussion periods.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 26200. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901,ARTV 36901,CRWR 26341,CRWR 46341,ENGL 24319,ENGL 34319

BPRO 26400. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for "the mad" to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus—not simply on the mentally ill subject as hero or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity *and* the sanatorium, both the deranged subject *and* the asylum, both the madwoman *and* the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ARTH 26905, ARTH 36905, ARTV 26411, ARTV 36411, CMST 25550, CMST 35550, ENGL 28703, ENGL 38703

BPRO 26600. Antonioni's Films: Reality and Ambiguity. 100 Units.

In this in-depth study of several Antonioni films, our eye is on understanding his view of reality and the elements of ambiguity that pervade all of his films. Together, as a film scholar and physicist, we bring out these aspects of his work together with his unique cinematic contributions. This course introduces students to this poet of the cinema and the relevance of Antonioni's themes to their own studies and their own lives.

Instructor(s): Y. Tsivian, B. Winstein Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 26700. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the inimitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CLAS 36713,CLCV 26713,FNDL 22912,FREN 26701,FREN 36701

BPRO 27000. Perspectives on Imaging. 100 Units.

Taught by an imaging scientist and an art historian, this course explores scientific, artistic, and cultural aspects of imaging from the earliest attempts to enhance and capture visual stimuli through the emergence of virtual reality systems in the late twentieth century. Topics include the development of early optical instruments (e.g., microscopes, telescopes), the invention of linear perspective, the discovery of means to visualize the invisible within the body, and the recent emergence of new media. We also consider the problem of instrumentally mediated seeing in the arts and sciences and its social implications for our image-saturated contemporary world.

Instructor(s): P. La Riviere, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

BPRO 27600. Creation and Creativity. 100 Units.

This seminar explores several creation stories from anthropological, literary, philosophical, and psychological perspectives. We compare the accounts of the beginning in Genesis, Hesiod's *Theogony*, Ovid's *Metamorphoses*, Bhagavad Gita, the Maya's *Popol Vuh*, and other sources, including Native American ones. We explore the ways cosmic creation has been imagined in world culture. We also delineate human literary creativity and ask about the relationship between individual creativity and the cultural myths of creation. We consider at least one modern theory of the beginning of the universe.

Instructor(s): P. Friedrich, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 28000. Terror, Religion, and Aesthetics. 100 Units.

Through our contemporary experiences of terrorist acts, we apprehend the no-citizens' land of life without a social contract, of the violent "state of nature" among people. In varied genres (e.g., poems, plays, novels, memoirs, essays), we engage with the transformative powers of diverse aesthetics (e.g., catharsis, the sublime, theatre of cruelty, realism, fable, satire) and of religious faiths (e.g., deism, Hinduism, Judaism, Islam, Sufism, Buddhism) to counteract terror and redeploy our civil status in society.

Instructor(s): M. Browning, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 28100. What Is Enlightenment? 100 Units.

What is enlightenment? How does one become enlightened, and who is enlightened? In Euro-American civilization, the eighteenth-century Age of Enlightenment championed the powers of human reason against religion and superstition to achieve scientific progress. Buddhism in the nineteenth century was represented by the heirs of Enlightenment as a religion for the Enlightenment to the point of not being a religion at all. Both traditions offer pathways to freedom (or liberation?) that draw on our rational capabilities, and both sponsor the production of knowledge that re-vision our place in the world. But they seem to be opposed: how could reason reject "religious" beliefs but also take part in "religious" traditions that aim to bring certain kinds of persons into being? We compare the mental models, discourses, methods of analysis, world-images, and practices of these traditions of enlightenment to assess the kinds of disciplines that their theoreticians and practitioners acquire and use.

Instructor(s): M. Browning, Staff Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): RLST 23403

BPRO 28500. Sex and Ethics. 100 Units.

Sex is a big problem. How do we think about sex in proximity to considering the ethics of risk, harm, and the potential for good? Developing an account specifically of an ethics of sex requires thinking about the place of sex and sexual vulnerability in social life with an eye toward understanding what's good and what might count as abuses, violations, disruptions, or deprivations of specifically good things about sex. In popular discussion, for example, "consent" often demarcates ethically good sex from bad sex. This course inquires whether consent is an adequate metric for sexual ethics; if it is necessary or sufficient; if certain factors (e.g., age, gender, violence) vitiate its normative force; and whether its legal definition conflicts, coheres with, or contributes to its general cultural reception. These issues require us to think about the ways people do, do not, and cannot know what they're doing in sex, and complicate the aspiration to have an ethics in proximity to sex. This year's version of the course focuses on political theory/policy/popular scandal in relation to aesthetics and sex theory archives. We talk about sex in proximity to modes of comportment in love, scandal, prostitution, stranger intimacy, political freedom and discipline, impersonality, and experimentality.

Instructor(s): L. Berlant, Staff Terms Offered: Not offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

BPRO 28600. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): E. Lyon, H. Saussy Terms Offered: Winter 2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): BIOS 29323, CMLT 28900, HMRT 28602

BPRO 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.

Equivalent Course(s): CHSS 37502, ECON 26800, ENST 29000, PBPL 29000, PPHA 39201, PSMS 39000

BPRO 29100. What Do the Genomes Teach Us about Evolution? 100 Units.

The twenty-first century opened with publication of the draft human genome sequence, and there are currently over 3,000 species whose genomes have been sequenced. This rapidly growing database constitutes a test of nineteenth- and twentieth-century theories about evolution and a source of insights for new theories. We discuss what genome sequences have to teach us about the relatedness of living organisms, the diversity of cellular life, mechanisms of genome change over evolutionary time, and the nature of key events in the history of life on earth. The scientific issues are related to the history of evolutionary thought and current public controversies about evolution.

Instructor(s): J. Shapiro, M. Long

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.



CHICAGO STUDIES

The Chicago Studies Program incorporates opportunities for students to engage academically and experientially with the city of Chicago. The program seeks to provide students with occasions to study Chicago in much the same way that they study other major cities of the world by participating in civilization studies study abroad programs. When students are abroad they enjoy a unique chance to combine, under the direction of Chicago faculty and local community members, classroom work, reading, writing, and experiential learning in world-class cities. With Chicago Studies, the College seeks to make possible the same kinds of intensive academic and experiential encounters with Chicago.

Chicago Studies publishes in book form the Chicago Studies Annual, a journal containing the best essays written by College students on the city of Chicago—its history, politics, and cultural life. A selection committee of College faculty considers submissions, which may be from any discipline. Essays then undergo a rigorous editing process.

Chicago Studies includes any College course in which some aspect of the city's life and culture plays an important role. The program includes close collaboration between the College and the University Community Service Center (UCSC). Chicago Studies also works closely with Career Advancement to identify Metcalf Internships that will give College students opportunities for substantive internships with organizations engaged in the life of the city.

Under the aegis of Chicago Studies, UCSC creates co-curricular experiences in conjunction with faculty in the College. Faculty may draw on the services and the expertise of UCSC to create experiences in the city that are relevant to a particular course using Chicago Course Connections. (<http://ucsc.uchicago.edu/page/faculty>) At the same time, independent of particular courses, UCSC facilitates student and faculty access to resources and events in the city and about the city.

UCSC also works with students to connect to organizations and institutions in the Chicago area. Students can connect with community organizations through individual volunteer referral, off-campus work-study positions, and volunteer and paid summer opportunities with community organizations and institutions. Sponsored by the College, UCSC's Summer Links Internship Program matches thirty University of Chicago students in full-time, paid, substantive internships with nonprofit and public organizations in the city.

Many College courses offer opportunities to study aspects of Chicago's culture, politics, history, social structure, and economic life. The courses listed below are a sample of what is available.

COURSES

ANTH 21201. Intensive Study of a Culture: Chicago Blues. 100 Units.

This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.

Instructor(s): M. Dietler Terms Offered: Not offered 2013-14; will be offered 2014-15
Equivalent Course(s): CRES 21201

ANTH 21420. The Practice of Anthropology: Ethnographic Methods. 100 Units.

This course introduces theory and practice, as well as situates ethnography within social science research more generally. Students are exposed to a wide range of investigative and analytical techniques used in ethnographic research and to multiple forms of interpretation and representation of ethnographic data. Students are required to apply the methods discussed in class through field assignments and through a final ethnographic project that is developed in consultation with the instructor. This course is particularly useful for students who intend to write a senior thesis the following year. Field trips to sites in Chicago required.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Preference given to third-year anthropology majors, others by consent only

ANTH 24511-24512. Anthropology of Museums I-II.

This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

ANTH 24511. Anthropology of Museums I. 100 Units.

Instructor(s): M. Fred Terms Offered: Winter

Prerequisite(s): Advanced standing and consent of instructor

Equivalent Course(s): ANTH 34502, CHDV 38101, CRES 34501, MAPS 34500, SOSC 34500

ANTH 24512. Anthropology of Museums II. 100 Units.

Instructor(s): M. Fred Terms Offered: Spring

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): CRES 34502, SOSC 34600

ANTH 24512. Anthropology of Museums II. 100 Units.

Instructor(s): M. Fred Terms Offered: Spring

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): CRES 34502, SOSC 34600

BPRO 21500. What Is Civic Knowledge? 100 Units.

What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a “democratic” nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly “democratic?” Could they be? What does “Chicago” stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.

Instructor(s): R. Schultz, M. Browning. Terms Offered: Not Offered 2013-2014

Prerequisite(s): Third- or fourth-year standing

ECON 26600. Economics of Urban Policies. 100 Units.

This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.

Instructor(s): G. Tolley, J. Felkner Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): GEOG 26600, GEOG 36600, LLSO 26202, PBPL 24500

GEOG 23500. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required.

Instructor(s): M. Conzen Terms Offered: Winter

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 35300

GEOG 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.

Instructor(s): M. Conzen Terms Offered: Autumn

Note(s): This course offered in odd years.

Equivalent Course(s): ENST 26100, GEOG 36100, HIST 28900, HIST 38900

PBPL 24751. The Business of Non-Profits: The Evolving Social Sector. 100 Units.

Led by an experienced practitioner, this course aims to provide both an intellectual and experiential understanding of the contemporary nonprofit sector. In addition to a seminar component examining the rapidly evolving social sector, students engage in a hands-on consulting project for an area nonprofit involving analysis, reporting, and presentation.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Instructor consent required. Students must first submit application to Campus Catalyst, a nonprofit that assists with coordination of consulting projects. Go to <http://uchicago.campuscatalyst.org/user> to apply.

PBPL 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Equivalent Course(s): CRES 25405

PBPL 28501. Process and Policy in State and City Government. 100 Units.

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris Terms Offered: Autumn, Winter, Spring

SOSC 25501-25502-25503. Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools.

This is a yearlong sequence on the foundations of education in urban contexts.

SOSC 25501. Schools and Communities. 100 Units.

This course focuses on communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as students explore questions about why we have public schools, why they are organized as they are (especially in urban contexts), and how these institutions might be reformed. The topics covered represent essential intellectual perspectives for any professional who seeks to work in an urban school context. This course has been designed to afford students with multiple analytic lenses to complement and integrate students' field experiences, tutoring work, and "soul strand" reflections across the year. The course project requires students to use what they have learned to conduct an in-depth school study.

Terms Offered: Autumn

Equivalent Course(s): UTEP 35501

SOSC 25502. Human Development and Learning. 100 Units.

The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.

Terms Offered: Winter

Equivalent Course(s): UTEP 35502

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.

In this course, students not only survey philosophies of education but also participate in philosophy by engaging in the kind of questions to which philosophers seek answers. The guide is John Dewey, the philosopher who has left the deepest stamp on the University of Chicago in general and the Urban Teacher Education Program (UChicago UTEP) in particular. This course includes a look at the work of Dewey, his contemporary counterparts, and his critics. Students also explore the influence of philosophy on teaching and learning, especially as it pertains to curriculum. For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.

Terms Offered: Spring

Equivalent Course(s): UTEP 35503

SOCI 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.

Instructor(s): F. Stuart Terms Offered: Winter

Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100

SOCI 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): HMRT 20116, HMRT 30116, PBPL 27900, SOCI 30116

SOCI 20215. Urban Health. 100 Units.

This course examines health status, healthcare access, and healthcare service delivery in the urban environment. It draws on historic and contemporary research in urban sociology to frame these discussions and uses data from the City of Chicago to illustrate themes. Specific attention is given to race and ethnic differences in disease trajectories and neighborhood-level social and institutional resources. The course also explores both local and national policy implications.

Instructor(s): K. Cagney Terms Offered: Spring

TAPS 24500. Chicago Theater: Budgets and Buildings. 100 Units.

This course examines the current state of Chicago theater, focusing on the relationships between facilities, budgets, and missions. Field trips required to venues including Side Project, Timeline, Raven, Steppenwolf, Theater Building, and Greenhouse.

Instructor(s): H. Coleman Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.



COMPUTATIONAL NEUROSCIENCE

Computational neuroscience is a relatively new interdisciplinary area of inquiry that is concerned with how components of animal and human nervous systems interact to produce behaviors. It relies on quantitative and modeling approaches to understand the function of the nervous system and to design human-made devices that duplicate behaviors. Course work in computational neuroscience can prepare students for graduate studies in neurobiology or psychology, in the mathematical or engineering sciences, or in areas of medicine such as neurology or psychiatry. It can lead either to traditional academic careers or to opportunities in the corporate world.

An undergraduate degree in computational neuroscience is not available at the University of Chicago, but a minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. This minor is a good option for students who are majoring in biological sciences and are interested in mathematical approaches to biology; or for students who are majoring in computer science, mathematics, physics, psychology, or statistics and are interested in neuroscience. For details, see the Biological Sciences (p. 149) section in this catalog.

Students electing this minor must have completed, or placed out of, the equivalent of a year of collegiate-level calculus and must have completed the general education requirement for the biological sciences.

Summary of Requirements for the Minor in Computational Neuroscience

BIOS 24231	Methods in Computational Neuroscience	100
BIOS 24232	Computational Approaches to Cognitive Neuroscience	100
BIOS 26210-26211	Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II	200
BIOS 29408	Signal Analysis and Modeling for Neuroscientists	100
Total Units		500

Instead of completing a formal minor, students can easily fashion an organized course of study in computational neuroscience by selecting appropriate general education courses and electives.

For updated information on computational neuroscience activities and undergraduate programs, visit cns.bsd.uchicago.edu.

SUGGESTED GENERAL EDUCATION COURSES

Students majoring in biological sciences can elect either the BIOS 20180s or the BIOS 20190s sequence.

One of the following sequences:		200
MATH 15100-15200	Calculus I and Calculus II	
MATH 16100-16200	Honors Calculus I and Honors Calculus II	

SOSC 14100-14200-14300	Mind I and Mind II and Mind III	300
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SUGGESTED ELECTIVES

BIOS 24203	Introduction to Neuroscience	100
BIOS 24204	Cellular Neurobiology	100
BIOS 24205	Systems Neuroscience	100
BIOS 24208	Survey of Systems Neuroscience	100
BIOS 24246	Neurobiology of Disease I	100
BIOS 24247	Neurobiology of Disease II	100
PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 20700	Sensation and Perception	100

Faculty

Faculty associated with this interdisciplinary area participate in a three-quarter sequence in computational neuroscience, teach upper-level courses relevant to computational neuroscience, and participate in an ongoing computational neuroscience seminar series.

COMPUTATIONAL NEUROSCIENCE COURSES

BIOS 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes. Instructor(s): S. Bensmaia, L. Osborne, J. MacLean, D. Freedman Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): CPNS 34231

BIOS 24232. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Spring

Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowlege using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410, CPNS

BIOS 24246. Neurobiology of Disease I. 100 Units.

This seminar course is devoted to basic clinical and pathological features and pathogenic mechanisms of neurological diseases. The first semester is devoted to a broad set of disorders ranging from developmental to acquired disorders of the central and peripheral nervous system. Weekly seminars are given by experts in the clinical and scientific aspects of the disease under discussion. For each lecture, students are given a brief description of clinical and pathological features of a given set of neurological diseases followed by a more detailed description of the current status of knowledge of several of the prototypic pathogenic mechanisms.

Instructor(s): C. Gomez, Staff Terms Offered: Winter

Prerequisite(s): NURB 31800 or BIOS 24203

Equivalent Course(s): CPNS 34600, NURB 34600, CCTS 40100

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.**BIOS 26210. Mathematical Methods for Biological Sciences I. 100 Units.**

This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn computations methods to implement the models in MATLAB.

Instructor(s): D. Kondrashov Terms Offered: Autumn. L

Prerequisite(s): BIOS 20151 or BIOS 20152 or consent of the instructor

Equivalent Course(s): CPNS 31000, PSYC 36210

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g. Markov Chain Monte Carlo and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210

Equivalent

Equivalent Course(s): CPNS 31100, PSYC 36211

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g. Markov Chain Monte Carlo and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210

Equivalent

Equivalent Course(s): CPNS 31100, PSYC 36211

BIOS 29408. Signal Analysis and Modeling for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring

Prerequisite(s): BIOS 26210 and 26211, or consent of instructor.

Note(s): This course meets requirements for the biological sciences major only for students specializing in neuroscience.

Equivalent Course(s): CPNS 32110



CREATIVE WRITING

Students at Chicago pursue creative writing within the larger context of academic study. While the purpose of the program is, above all, to give students a rigorous background in the fundamentals of creative work, it differs from the free-standing creative writing programs at other universities in seeing itself as an integral part of the intellectual life of the University of Chicago, and most particularly in providing opportunities for interdisciplinary work. A playwright working through University Theater may take writing workshops in fiction or poetry as part of the process of developing scripts. Students in the visual arts may join forces with writers in work on graphic novels. And students in non-English languages and literatures may find themselves taking not only literature courses but also poetry or fiction writing workshops as part of developing translation projects. It is this commitment to interdisciplinary work, coupled with the program's insistence on teaching the elements of creative writing that underlie all genres, that accounts for the program's vitality, as well as explains why creative writing at Chicago is currently the largest initiative in the humanities for the College.

Students can pursue their creative writing interests within the formal requirements of the two interdisciplinary majors below; within the formal requirements of the minor program in English and Creative Writing described below; in other programs of study, with approval to count writing courses toward requirements; or among the eight to eighteen electives available to students across the range of other programs of study.

Interdisciplinary Studies in the Humanities

Students wishing to engage the dialogues between creative writing and other studies in the humanities, including artistic media (e.g., dance, film, theater, visual arts), may apply to explore writing opportunities through one of the options in this major.

English Language and Literature

Students majoring in English Language and Literature may choose to produce a creative writing thesis to satisfy part of the requirement for honors. Prior to Winter Quarter of their fourth year, students must complete at least two creative writing courses in the genre of their own creative project. In Winter Quarter of their fourth year, students will work intensively on their project in the context of a designated creative writing thesis seminar.

MINOR PROGRAM IN ENGLISH AND CREATIVE WRITING

Students who are not English majors may complete a minor in English and Creative Writing. Such a minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing (CRWR) courses, with at least one at the intermediate or advanced level. The remaining required courses must be taken in the English department (ENGL) and must include a course in literary theory. In addition, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, a substantial

part or the whole of a play, two or three nonfiction pieces) to the Associate Chair for Undergraduate Studies in the English department by the end of the sixth week in the quarter in which they plan to graduate.

Students who elect the minor program in English and Creative Writing must meet with the Associate Chair for Undergraduate Studies in the English department before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Associate Chair. The Associate Chair's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser. NOTE: Students completing this minor will not be given enrollment preference for CRWR courses, and they must follow all relevant admission procedures described at creativewriting.uchicago.edu.

Courses in the minor (1) may not be doubly counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

SUMMARY OF REQUIREMENTS FOR THE MINOR PROGRAM

2 CRWR courses (at least one at the intermediate or advanced level)	200
4 CRWR or ENGL electives	400
A portfolio of the student's work	
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Total Units	600
Two Sample Plans of Study	
CRWR 10200 Beginning Fiction Workshop	100
CRWR 12000 Intermediate Fiction Workshop	100
CRWR 12103 Reading as a Writer	100
CRWR 26001 Writing Biography	100
ENGL 16500 Shakespeare I: Histories and Comedies	100
a portfolio of the student's work (two short stories)	
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Total Units	500
CRWR 13000 Intermediate Poetry Workshop	100
CRWR 23100 Advanced Poetry Workshop	100
ENGL 10400 Introduction to Poetry	100
ENGL 23413 Introduction to Literary Theory	100
a portfolio of the student's work (ten short poems)	
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Total Units	400

PROGRAM STRUCTURE

Creative Writing courses are cross-listed to enable students to apply to courses based on their level of preparation rather than on their level in the degree program. Classes are organized in the following way:

Core

Core courses are multigenre introductions to creative writing that satisfy the general education requirement for the arts. The courses fall into two categories, *Introduction to Genres* and *Reading as a Writer*, though each may be pitched with a unique focus, such as science fiction or crime and story. Admission is by open bid. Enrollment in each class is limited to fifteen students.

Beginning

Beginning courses are intended for students who wish to gain experience in a particular genre. Admission is by open bid. Enrollment in each class is limited to twelve students.

Intermediate

Intermediate courses are intended for students with some writing experience in a particular genre. Admission requires completion of a beginning class in the same genre and/or consent of instructor based on submission of a writing sample. For specific submission requirements, see course descriptions. The submission process must be completed online in advance of the term by the deadline. Enrollment in each class is limited to twelve students.

Advanced

Advanced courses are intended for students with substantive writing experience in a particular genre. Admission requires completion of an intermediate class in the same genre and/or consent of instructor based on submission of a writing sample. For specific submission requirements, see course descriptions. The submission process must be completed online in advance of the term by the deadline. Enrollment in each class is limited to ten students.

Thesis/Major Projects Seminar

This course is required for students who are working on their BA or MA theses in fiction, poetry, or creative nonfiction. If space permits, these seminars may also be open to advanced students who are interested in writing or revising a substantial project. Students must obtain the consent of the instructor in advance by submission of a writing sample. Enrollment in each class typically is limited to eight students.

Special Topics

Several special topics courses are offered each year. These courses vary in terms of subject matter, requirements for the submission of writing samples, and enrollment limitations.

Cross-Listed Courses

Courses originated by other departments that include creative writing components are cross listed by Creative Writing (CRWR).

Required Writing Samples

Consent of instructor is typically required to enroll in Creative Writing courses, based on faculty review of student writing samples. For specific sample submission requirements, see course descriptions. Submission deadlines are:

- Autumn Quarter, September 1
- Winter Quarter, December 1
- Spring Quarter, March 1

For more information on Creative Writing courses and opportunities, visit creativewriting.uchicago.edu.

Faculty and Visiting Lecturers

For a current listing of Creative Writing faculty, visit creativewriting.uchicago.edu/faculty.

CREATIVE WRITING COURSES

CRWR 10200. Beginning Fiction Workshop. 100 Units.

This beginning-level fiction writing class uses a wide range of exercises and activities to help students discover their oral and written voices. Point of view, seeing-in-the-mind, gesture, audience, and other aspects of story are emphasized so that students can attempt to incorporate basic storytelling principles, forms, and techniques into their own writing. The major goals of the class are to guide students to discover and use the power of their individual voices, heighten their imaginative seeing and sense of imaginative options, and develop their overall sense for story structure and movement. Students select at least one of the assignments undertaken, rewrite it extensively, and attempt a complete story movement (short story or novel excerpt) of publishable quality.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30200

CRWR 10300. Beginning Poetry Workshop. 100 Units.

Based on the premise that successful experimentation stems from a deep understanding of tradition, this course will help students gain a foundation in poetic constructions while encouraging risk-taking in expression and craft. It will expose students to ways that poets have both employed and resisted patterns in meter, line, and rhyme, and it will ask students to experiment with constraints as a way of playing with formal limitations in their own poems. Students will also explore innovations in diction, syntax, and voice, and apply what they learn from these investigations in workshop discussions. While delving into work by both canonical and emerging poets, students will draft and revise a significant portfolio of their own poems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30300

CRWR 10400. Beginning Creative Nonfiction. 100 Units.

In this workshop you are free to write about anything at all as long as you do so in an intimate and personal, rather than academic, voice. To that end you will try your hand at a true story—be it a memoir, travelogue, anecdote, character study, essay or argument—and submit it to your classmates, who will edit and critique it. Together we will refine our narratives and our prose, primarily by insisting on rigorous reflection and total honesty. Finding your voice takes time, but we have only ten weeks. So come to the first day of class with ideas and work already underway and ready to share. Be prepared to finish three total rewrites of your work in progress. We will also read and discuss published exemplars of the form. You will leave this class with a polished work sample to use for admission to more advanced courses.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30400

CRWR 12000. Intermediate Fiction Workshop. 100 Units.

This intermediate fiction workshop will build on the fundamental elements of craft laid out in *Beginning Fiction Writing* and encourage you to begin cultivating your own aesthetic—not merely your own writing style, but more importantly your unique perspective on the world that necessarily informs and is informed by that style. We will read a selection of writers (like Raymond Carver, Paul Bowles, Gabriel Garcia Marquez, Haruki Murakami, Lorrie Moore) who have very unique and identifiable voices, and then complement those readings with writing exercises that will help you contextualize, refine, and expand your emerging voice. As always, there will be an emphasis on the workshop process so that you are actively engaging with your own work and the work of your peers. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into me at the end of the quarter. Please come to class prepared to share your work, your ideas, your enthusiasm, and your honesty.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 32000

CRWR 12101. Reading as a Writer: Chicago Stories. 100 Units.

This course invites writers to reconsider the influence of Chicago's public and private spaces on genre and artistic form. How does one tell a "Chicago story"? Is the "City on the Re-Make" best told in prose or poem? Is there a "Chicago epic"? Working through these questions, students analyze and explore the technical vocabularies of other writers' responses in a variety of literary genres. Examples here include how political or social conflicts have shaped fiction writers' definition of characters and point of view in Chicago writing. Similarly, how have the city's historical geographies of South Side, the Great Migration, and the suburb influenced form in poetry and creative nonfiction? What theoretical approaches have been particularly influential in understanding "place" among Chicago writers? Using workshop format, students develop their own creative responses, building connections to their adopted critical approaches. To these ends, we examine work by writers including Nelson Algren, Gwendolyn Brooks, John Conroy, Aleksandar Hemon, and Sterling Plumpp, as well as the city's rich legacies in drama, the visual arts, and music.

Prerequisite(s): Open bid through classes.uchicago.edu. Sign up for wait list by contacting instructor if class is full.

Note(s): This course meets the general education requirement in dramatic, musical, and visual arts. Attendance on the first day is mandatory.

CRWR 12102. Introduction to Genres: Writing and Performance. 100 Units.

This course examines how writing and performance intersect, inform, and inspire each other. Using techniques from literary, theatrical, and storytelling traditions, we explore how to get a well-crafted story first on and then off the page. How does telling a story aloud fuel the writing process? How does the writing heighten the performance? How does the students' understanding of audience, voice, point of view, scene, and character development influence both disciplines, and how does storytelling play a part in our daily lives, whatever career paths we find ourselves headed for? The class focuses on personal narrative storytelling and incorporates a wide range of models—literature, podcast, video, and live performance—as well as a wide range of assignments—writing, journal reflection, reading out loud, and theatrical technique—and culminates in a final storytelling performance. Student collaboration, feedback, and discussion are priorities.

Terms Offered: Autumn

Prerequisite(s): Open bid through classes.uchicago.edu. Sign up for wait list by contacting instructor if class is full.

Note(s): This course meets the general education requirement in dramatic, musical, and visual arts. Attendance on the first day is mandatory.

CRWR 12103. Reading as a Writer. 100 Units.

How does a writer read? Not for a seminar, which is the first contradiction this course must face. A poet may cultivate distracted reading, a novelist may undertake research of scholarly scope and rigor. To read for writers is to read for generative use in writing. Two examples central to this course will be Lydia Davis's translation of Flaubert's *Madame Bovary* with her own *Ten Stories from Flaubert* and Julian Barnes's *Flaubert's Parrot*, and Ted Berrigan's *Sonnets* read alongside the poems by Frank O'Hara which they imitate. Members of this class will learn to read creatively, and to perpetrate literary (mis)readings, including translation, parody, homage, recovery of lost voices, and physical treatments of books. Students will write reflections upon the experience of reading literature from the perspective of a writer throughout the quarter, as well as experimenting with creative imitations of literary precursors.

Terms Offered: Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): This course meets the general education requirement in dramatic, musical, and visual arts. Attendance on the first day is mandatory.

CRWR 12104. Introduction to Genres: Four Western Myths. 100 Units.

Consider the proposition that myths inform the fabric of our thought, from its structures to its particularities. If this is so, how do we understand the power these myths exert on our imaginations? Is this power always benign? Is there a malevolent shadow these myths can cast on our collective soul? Let's examine four myths that arise out of the Western tradition. Two of them are old: the story of King Oedipus and the myth of the Holy Grail. The other two are newer: the story of the Wizard of Oz, the first complete American myth, and the story of Star Wars, as much a commentary on myth as a myth itself. Both of these newer myths have insinuated themselves into the popular imagination, in ways that the earlier myths are so ingrained they have the ability to be continually made novel. In this course, you will read texts that transmit these myths (Sophocles, Chrétien de Troyes, and L. Frank Baum), you will consider films that depict these myths (*Edipe Re* by Pasolini, *The Da Vinci Code* by Howard, *The Wizard of Oz* by Fleming, and *Star Wars* by Lucas), you will examine theories that interpret these myths (Freud, Weston, Lévi-Strauss, and Campbell, respectively), and, finally, and perhaps most importantly, you will generate your own versions of these myths in various creative forms: poetry, fiction, creative non-fiction, screenplays, and drama.

Terms Offered: Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): This course meets the general education requirement in dramatic, musical, and visual arts. Attendance on the first day is mandatory.

CRWR 13000. Intermediate Poetry Workshop. 100 Units.

Poets often turn to the constraints and conventions of lyric forms (sonnets, sestinas, pantoums, etc.) as a way to generate material and experiment within a poetic tradition. The history of poetry, however, is as rich in genres as it is in forms. How is genre different from form? How do the two intersect? How have different genres evolved over time? In this course we will study various traditional genres (the elegy, the epistle, the dramatic monologue, for example) alongside such "non-poetic" genres as the essay, the obituary, and the travelogue, in the hopes of expanding and refining our encounter with the art.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 33000

CRWR 14000. Intermediate Creative Nonfiction. 100 Units.

In this course we will examine what is creative about so-called creative nonfiction. What makes a personal essay or literary journalism different from straight journalism or editorial opinion? By what alchemy do we transmute facts into art? Through daily and weekly reading, writing, and editing you will learn to combine the facts of the matter at hand with your own retrospection and reflection. Your grade will be based on the artistry you display in balancing the factual with the personal and in recognizing how they can both complement and contradict one another. This is a workshop, so come to the first day of class with work underway and ready to share. Be prepared to write every day of the week and to finish two complete rewrites of an essay of fifteen or so pages. We will also read and discuss published exemplars of the form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 34000

CRWR 22100. Advanced Fiction Workshop. 100 Units.

This advanced fiction workshop is for students who have taken Beginning or Intermediate Fiction Writing and produced a body of work, large or small, that reflects their developing aesthetic and style. In our workshops, we will focus on the fundamentals of craft like language, voice, and plot and character development, but with an eye also on expanding our perspective on our subject matter and the form we use to write about it. To that end, we will read a selection of writers (like Jorge Luis Borges, Julio Cortazar, Donald Barthelme, Alice Munro, George Saunders, Tim O'Brien) who experiment with form, who unravel the rules of a well-made story and reconstitute it in order to tell their own particular narratives in a more meaningful way. Our goal in this class is to create a constructive, critical atmosphere that facilitates and demands the process of revision, and that expands the horizon of expression for each student while also refining their emerging voice. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into me at the end of the quarter. Please come to class prepared to share your work, your ideas, your enthusiasm, and your honesty.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42100

CRWR 23100. Advanced Poetry Workshop. 100 Units.

In this course, we will examine various formal, theoretical, and sociological currents in contemporary American poetry as a means of provoking and informing our own creative work in the lyric field. While the class will be a “writing workshop” first and foremost, we will also study recent books of poetry from a variety of contemporary “schools” at work in the fertile, sectarian, and maddeningly complex landscape of today’s lyric writing. We will also attend poetry readings by some of these authors here at the University in order to explore the world of contemporary verse as fully as possible. It is important to keep in mind, however, that this is ultimately a course about your work as a poet. Throughout the semester, we will read one another’s writing within the broad context of contemporary American poetics, and yet we will respect the solitary and idiosyncratic nature of the lyric enterprise as well.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 43100

CRWR 24100. Advanced Creative Nonfiction Workshop. 100 Units.

The goal of this workshop is to attempt the kind of nonfiction published by magazines aimed at the smart, general reader: the *New Yorker*, *Harper’s*, and the *Atlantic Monthly*, as well as smaller journals. You may write a personal essay, argument, memoir, character study or travelogue, as well as a more journalistic profile of a person, place, or culture. We also welcome reportorial, researched, and investigative pieces. No matter what rubric your nonfiction falls under, we will help you to distinguish between what Vivian Gornick has called The Situation—that is, the plot, or facts at hand—and The Story, the larger, more universal meaning that arises naturally from these facts. By developing the two and by tying them more artfully you will make your piece as appealing as it can be to editors and a discerning audience. Come to the first day of class with ideas and work underway and ready to share. Be prepared to write every day and to finish three full revisions of your work in progress. We will also read and discuss successful published work. You will leave this class with a polished sample of your best work.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44100

CRWR 25000. Adaptation: Text and Image. 100 Units.

A course concerned with the marriage of image and text that explores films, illuminated manuscripts, court masques, comic books/graphic novels, children's picture books, and present-day (perhaps local) theater productions that deal at their core with the balance and dance between story and picture. Examples of work studied would be Chris Marker's *La jetée*, any of the masques that Ben Jonson and Inigo Jones collaborated on, the comics of Winsor McCay, William Blake's engraved poems and images, as well as more contemporary works, e.g., Superman comics and music videos. The theatrical collaborations of the instructors themselves (*The Cabinet* and *Cape and Squiggle*, both produced by Chicago's Redmoon Theatre in the last year) will be discussed as well.

Instructor(s): Maher, Maugeri Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Submit a three-page writing sample and a one-paragraph statement of intent. Visual materials are welcome but not required. Creative Writing students: To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): TAPS 28465

CRWR 26001. Writing Biography. 100 Units.

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 46001, ENGL 12700, ENGL 32700

CRWR 26100. Writing the Graphic Novel. 100 Units.

This course provides for the development of raw ideas into storytelling in graphic form, from the most simplistic scrawl and doodle to multi-page, complex comics. Students will develop graphic narratives of varying lengths, culled from their own sketches, notes, and memories gathered throughout the class. A wide variety of storytelling and graphic "languages" — spanning from hieroglyphics to Hitchcock — will be discussed and dissected, as students employ a variety of tools and approaches to build a language of symbols and icons entirely their own.

Terms Offered: Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

CRWR 26300. Documentary for Radio: Audio Verité 100 Units.

Audio Verité will focus on creative nonfiction radio storytelling, exploring how to document the world through sound and story. Students will learn essential radio skills, including the following: identifying worthwhile stories, writing for radio, finding a voice as narrator, recording interviews and ambient sound, and editing, mixing, and producing short, vivid, sound-rich documentaries. The class will also contain a strong critical listening and component, and active participation will be expected.

Terms Offered: Autumn

Prerequisite(s): Open bid through classes.uchicago.edu. Contact instructor to sign up for wait list.

Note(s): Attendance on the first day is mandatory.

CRWR 26341. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901, ARTV 36901, CRWR 46341, ENGL 24319, ENGL 34319, BPRO 26200

CRWR 27100. TV Writing: The Sitcom. 100 Units.

Instruction, reading, and dialogue centering on the writing of the half-hour television comedy script. Aesthetic elements (i.e., formal requirements of the genre as well as the basics of technique) will be presented and assessed; practical necessities (including tricks of the trade) will be explained; real-world network and cable T.V. "ins and outs" will be touched upon. Classroom discussion, covering reading both theoretical and instructional, will be conducted in conjunction with participation by each student in the actual writing of a script. Although humor itself is subjective and ineffable, there are right and wrong ways to go about achieving it. The right ways—and how to get them on paper—will be illuminated in this class.

Instructor(s): J. Perzigan Terms Offered: Winter

Prerequisite(s): Instructor consent required. Submit a 3–5 page writing sample and a one-paragraph statement of intent. Creative Writing students: To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): No prior experience necessary. Attendance on the first day is mandatory.

Equivalent Course(s): TAPS 25800

CRWR 27101. Beginning Screenwriting. 100 Units.

This course introduces the basic elements of a literate screenplay (e.g., format, exposition, characterization, dialog, voice-over, adaptation, vagaries of the three-act structure). Weekly meetings include a brief lecture period, screenings of scenes from selected films, extended discussion, and assorted readings of class assignments. Because this is primarily a writing class, students write a four- to five-page weekly assignment related to the script topic of the week.

Instructor(s): J. Petrakis Terms Offered: Autumn, Winter

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for

wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 47101

CRWR 27103. Advanced Screenwriting. 100 Units.

This course requires students to complete the first draft of a feature-length screenplay (at least ninety pages in length), based on an original idea brought to the first or second class. No adaptations or partially completed scripts are allowed. Weekly class sessions include reading of script pages and critique by classmates and instructor.

Instructor(s): J. Petrakis Terms Offered: Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

CRWR 27105. Theater and Performance Studies Colloquium. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Consent of Director of Undergraduate Studies and Chair of TAPS

Note(s): Required of fourth-year students who are majoring or minoring in TAPS.

Creative Writing or MAPH students who are preparing theses for performance may participate with consent from their home department and the Director of Undergraduate Studies. Students participate in both Autumn and Winter Quarters but register once.

Equivalent Course(s): CRWR 47105, TAPS 29800

CRWR 28100. Journalism: News Writing in the Digital Age. 100 Units.

Journalists today are expected to meet the standards that guided reporters in the 20th century but more quickly and more often for the dynamic media of the 21st Century. In this course we will study and practice traditional and emerging forms of stories and reports, as well as the interactive conversation that turns readers into participants, contributors, and editors. We will cover the news, meet and beat deadlines, conduct interviews, keep a beat blog, discuss the legal and ethical obligations of the profession. As much as possible, we will follow the rituals of the job, completing regular assignments that target a particular audience.

Terms Offered: Winter

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 48100

CRWR 29200. Thesis/Major Projects Seminar: Fiction. 100 Units.

This advanced fiction course is for BA and MA students writing a creative thesis or any advanced student working on a major fiction project. It is primarily a workshop, so please come to our first class with your project in progress (a story collection, a novel, a novella, etc.), ready for you to discuss and to submit some part of for critique. As in any writing workshop, we will stress the fundamentals of craft like language, voice, and plot and character development, with an eye also on how to shape your work for the longer form you have chosen. To supplement our workshops, we will read and discuss published fiction relevant and hopefully informative to your specific projects, while also exploring the potential avenues towards publication.

Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in fiction; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49200

CRWR 29300. Thesis/Major Projects Seminar: Poetry. 100 Units.

This course is an advanced seminar intended primarily for seniors and MAPH students writing honors theses in creative writing as well as advanced students who are working on major projects. Because it is a thesis seminar, the course will focus on various ways of organizing larger poetic “projects.” We will consider the poetic sequence, the chapbook, and the poetry collection as ways of extending the practice of poetry beyond the individual lyric text. We will also problematize the notion of broad poetic “projects,” considering the consequences of imposing a predetermined conceptual framework on the elusive, spontaneous, and subversive act of lyric writing. Because this class is designed as a poetry workshop, your fellow students’ work will be the primary text over the course of the quarter.

Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in poetry; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49300

CRWR 29400. Thesis/Major Projects Seminar: Creative Nonfiction. 100 Units.

This course is for BA and MA thesis students and those writing a long piece of nonfiction. It can be an extended essay, a memoir or travelogue, literary journalism, or an interrelated collection thereof. It is a workshop, so come to the first day of class with your work underway and ready to submit. You are required to edit your classmates’ writing as diligently as you edit your own. I focus on editing because writing is, in essence, rewriting. Only by learning to edit other people’s work will you gradually acquire the objectivity you need to skillfully edit your own. You will profit not only from the advice you receive, but from the advice you learn to give. I will teach you to teach each other and thus yourselves, preparing you for the real life of the writer outside the academy.

Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in creative nonfiction; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49400

CRWR 30200. Beginning Fiction Workshop. 100 Units.

This beginning-level fiction writing class uses a wide range of exercises and activities to help students discover their oral and written voices. Point of view, seeing-in-the-mind, gesture, audience, and other aspects of story are emphasized so that students can attempt to incorporate basic storytelling principles, forms, and techniques into their own writing. The major goals of the class are to guide students to discover and use the power of their individual voices, heighten their imaginative seeing and sense of imaginative options, and develop their overall sense for story structure and movement. Students select at least one of the assignments undertaken, rewrite it extensively, and attempt a complete story movement (short story or novel excerpt) of publishable quality.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 10200

CRWR 30300. Beginning Poetry Workshop. 100 Units.

Based on the premise that successful experimentation stems from a deep understanding of tradition, this course will help students gain a foundation in poetic constructions while encouraging risk-taking in expression and craft. It will expose students to ways that poets have both employed and resisted patterns in meter, line, and rhyme, and it will ask students to experiment with constraints as a way of playing with formal limitations in their own poems. Students will also explore innovations in diction, syntax, and voice, and apply what they learn from these investigations in workshop discussions. While delving into work by both canonical and emerging poets, students will draft and revise a significant portfolio of their own poems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 10300

CRWR 30400. Beginning Creative Nonfiction. 100 Units.

In this workshop you are free to write about anything at all as long as you do so in an intimate and personal, rather than academic, voice. To that end you will try your hand at a true story—be it a memoir, travelogue, anecdote, character study, essay or argument—and submit it to your classmates, who will edit and critique it. Together we will refine our narratives and our prose, primarily by insisting on rigorous reflection and total honesty. Finding your voice takes time, but we have only ten weeks. So come to the first day of class with ideas and work already underway and ready to share. Be prepared to finish three total rewrites of your work in progress. We will also read and discuss published exemplars of the form. You will leave this class with a polished work sample to use for admission to more advanced courses.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 10400

CRWR 32000. Intermediate Fiction Workshop. 100 Units.

This intermediate fiction workshop will build on the fundamental elements of craft laid out in *Beginning Fiction Writing* and encourage you to begin cultivating your own aesthetic—not merely your own writing style, but more importantly your unique perspective on the world that necessarily informs and is informed by that style. We will read a selection of writers (like Raymond Carver, Paul Bowles, Gabriel Garcia Marquez, Haruki Murakami, Lorrie Moore) who have very unique and identifiable voices, and then complement those readings with writing exercises that will help you contextualize, refine, and expand your emerging voice. As always, there will be an emphasis on the workshop process so that you are actively engaging with your own work and the work of your peers. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into me at the end of the quarter. Please come to class prepared to share your work, your ideas, your enthusiasm, and your honesty.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 12000

CRWR 33000. Intermediate Poetry Workshop. 100 Units.

Poets often turn to the constraints and conventions of lyric forms (sonnets, sestinas, pantoums, etc.) as a way to generate material and experiment within a poetic tradition. The history of poetry, however, is as rich in genres as it is in forms. How is genre different from form? How do the two intersect? How have different genres evolved over time? In this course we will study various traditional genres (the elegy, the epistle, the dramatic monologue, for example) alongside such "non-poetic" genres as the essay, the obituary, and the travelogue, in the hopes of expanding and refining our encounter with the art.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 13000

CRWR 34000. Intermediate Creative Nonfiction. 100 Units.

In this course we will examine what is creative about so-called creative nonfiction. What makes a personal essay or literary journalism different from straight journalism or editorial opinion? By what alchemy do we transmute facts into art? Through daily and weekly reading, writing, and editing you will learn to combine the facts of the matter at hand with your own retrospection and reflection. Your grade will be based on the artistry you display in balancing the factual with the personal and in recognizing how they can both complement and contradict one another. This is a workshop, so come to the first day of class with work underway and ready to share. Be prepared to write every day of the week and to finish two complete rewrites of an essay of fifteen or so pages. We will also read and discuss published exemplars of the form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 14000

CRWR 42100. Advanced Fiction Workshop. 100 Units.

This advanced fiction workshop is for students who have taken Beginning or Intermediate Fiction Writing and produced a body of work, large or small, that reflects their developing aesthetic and style. In our workshops, we will focus on the fundamentals of craft like language, voice, and plot and character development, but with an eye also on expanding our perspective on our subject matter and the form we use to write about it. To that end, we will read a selection of writers (like Jorge Luis Borges, Julio Cortazar, Donald Barthelme, Alice Munro, George Saunders, Tim O'Brien) who experiment with form, who unravel the rules of a well-made story and reconstitute it in order to tell their own particular narratives in a more meaningful way. Our goal in this class is to create a constructive, critical atmosphere that facilitates and demands the process of revision, and that expands the horizon of expression for each student while also refining their emerging voice. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into me at the end of the quarter. Please come to class prepared to share your work, your ideas, your enthusiasm, and your honesty.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 22100

CRWR 43100. Advanced Poetry Workshop. 100 Units.

In this course, we will examine various formal, theoretical, and sociological currents in contemporary American poetry as a means of provoking and informing our own creative work in the lyric field. While the class will be a "writing workshop" first and foremost, we will also study recent books of poetry from a variety of contemporary "schools" at work in the fertile, sectarian, and maddeningly complex landscape of today's lyric writing. We will also attend poetry readings by some of these authors here at the University in order to explore the world of contemporary verse as fully as possible. It is important to keep in mind, however, that this is ultimately a course about your work as a poet. Throughout the semester, we will read one another's writing within the broad context of contemporary American poetics, and yet we will respect the solitary and idiosyncratic nature of the lyric enterprise as well.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 23100

CRWR 44100. Advanced Creative Nonfiction Workshop. 100 Units.

The goal of this workshop is to attempt the kind of nonfiction published by magazines aimed at the smart, general reader: the *New Yorker*, *Harper's*, and the *Atlantic Monthly*, as well as smaller journals. You may write a personal essay, argument, memoir, character study or travelogue, as well as a more journalistic profile of a person, place, or culture. We also welcome reportorial, researched, and investigative pieces. No matter what rubric your nonfiction falls under, we will help you to distinguish between what Vivian Gornick has called The Situation—that is, the plot, or facts at hand—and The Story, the larger, more universal meaning that arises naturally from these facts. By developing the two and by tying them more artfully you will make your piece as appealing as it can be to editors and a discerning audience. Come to the first day of class with ideas and work underway and ready to share. Be prepared to write every day and to finish three full revisions of your work in progress. We will also read and discuss successful published work. You will leave this class with a polished sample of your best work.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 24100

CRWR 46001. Writing Biography. 100 Units.

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 26001, ENGL 12700, ENGL 32700

CRWR 46341. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper—words in mind and on the page—we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters?

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901, ARTV 36901, CRWR 26341, ENGL 24319, ENGL 34319, BPRO 26200

CRWR 47101. Beginning Screenwriting. 100 Units.

This course introduces the basic elements of a literate screenplay (e.g., format, exposition, characterization, dialog, voice-over, adaptation, vagaries of the three-act structure). Weekly meetings include a brief lecture period, screenings of scenes from selected films, extended discussion, and assorted readings of class assignments.

Because this is primarily a writing class, students write a four- to five-page weekly assignment related to the script topic of the week.

Instructor(s): J. Petrakis Terms Offered: Autumn, Winter

Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 27101

CRWR 47103. Advanced Screenwriting. 100 Units.

This course requires students to complete the first draft of a feature-length screenplay (at least ninety pages in length), based on an original idea brought to the first or second class. No adaptations or partially completed scripts are allowed. Weekly class sessions include reading of script pages and critique by classmates and instructor.

Instructor(s): J. Petrakis Terms Offered: Winter, Spring

Prerequisite(s): Consent of instructor via submission of writing sample in screenplay format.

Note(s): Attendance on the first day is mandatory.

CRWR 47105. Theater and Performance Studies Colloquium. 100 Units.

Terms Offered: Autumn, Winter

Prerequisite(s): Consent of Director of Undergraduate Studies and Chair of TAPS

Note(s): Required of fourth-year students who are majoring or minoring in TAPS.

Creative Writing or MAPH students who are preparing theses for performance may participate with consent from their home department and the Director of Undergraduate Studies. Students participate in both Autumn and Winter Quarters but register once.

Equivalent Course(s): CRWR 27105, TAPS 29800

CRWR 48100. Journalism: News Writing in the Digital Age. 100 Units.

Journalists today are expected to meet the standards that guided reporters in the 20th century but more quickly and more often for the dynamic media of the 21st Century. In this course we will study and practice traditional and emerging forms of stories and reports, as well as the interactive conversation that turns readers into participants, contributors, and editors. We will cover the news, meet and beat deadlines, conduct interviews, keep a beat blog, discuss the legal and ethical obligations of the profession. As much as possible, we will follow the rituals of the job, completing regular assignments that target a particular audience.

Terms Offered: Winter

Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 28100

CRWR 49200. Thesis/Major Projects Seminar: Fiction. 100 Units.

This advanced fiction course is for BA and MA students writing a creative thesis or any advanced student working on a major fiction project. It is primarily a workshop, so please come to our first class with your project in progress (a story collection, a novel, a novella, etc.), ready for you to discuss and to submit some part of for critique. As in any writing workshop, we will stress the fundamentals of craft like language, voice, and plot and character development, with an eye also on how to shape your work for the longer form you have chosen. To supplement our workshops, we will read and discuss published fiction relevant and hopefully informative to your specific projects, while also exploring the potential avenues towards publication.

Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in fiction; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 29200

CRWR 49300. Thesis/Major Projects Seminar: Poetry. 100 Units.

This course is an advanced seminar intended primarily for seniors and MAPH students writing honors theses in creative writing as well as advanced students who are working on major projects. Because it is a thesis seminar, the course will focus on various ways of organizing larger poetic "projects." We will consider the poetic sequence, the chapbook, and the poetry collection as ways of extending the practice of poetry beyond the individual lyric text. We will also problematize the notion of broad poetic "projects," considering the consequences of imposing a predetermined conceptual framework on the elusive, spontaneous, and subversive act of lyric writing. Because this class is designed as a poetry workshop, your fellow students' work will be the primary text over the course of the quarter.

Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in poetry; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 29300

CRWR 49400. Thesis/Major Projects Seminar: Creative Nonfiction. 100 Units.

This course is for BA and MA thesis students and those writing a long piece of nonfiction. It can be an extended essay, a memoir or travelogue, literary journalism, or an interrelated collection thereof. It is a workshop, so come to the first day of class with your work underway and ready to submit. You are required to edit your classmates' writing as diligently as you edit your own. I focus on editing because writing is, in essence, rewriting. Only by learning to edit other people's work will you gradually acquire the objectivity you need to skillfully edit your own. You will profit not only from the advice you receive, but from the advice you learn to give. I will teach you to teach each other and thus yourselves, preparing you for the real life of the writer outside the academy.

Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in creative nonfiction; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/submission.

Note(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 29400



EDUCATION

Students interested in UChicago UTEP should consult with Ron Gorny, the BA/MA adviser, at 773.702.8615; and with Diane New Hardy and Melissa Tribue, UChicago UTEP's recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org.

Education is an area of practice and policy that is subject to scholarly inquiry from a variety of disciplinary perspectives. A number of departments (e.g., comparative human development, psychology, public policy, sociology) offer courses relevant to education and teaching. Many education courses can be used to meet undergraduate program requirements in those departments and help students explore their interests within the field.

URBAN TEACHER EDUCATION PROGRAM (UCHICAGO UTEP)

For students who are particularly interested in teaching children in grades K-12, the University offers a nationally acclaimed certification and master's degree program. The University of Chicago Urban Teacher Education Program (UChicago UTEP) prepares elementary school teachers (grades K-9) and secondary teachers in math and biology (grades 6-12) for work in Chicago Public Schools. UChicago UTEP is housed within the Urban Education Institute and Graham School of Continuing Liberal and Professional Studies. Students who are interested in the program should consult with Ron Gorny in the Office of the Dean of Students in the College (702.8615, rlg2@uchicago.edu) and with Diane New Hardy and Melissa Tribue, UChicago UTEP's recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org.

Typically students apply to the program in their third year and take the foundations sequence in their fourth year. However, other students apply in their fourth year for participation in the program after graduation from the College.

Accepted College students must take a required three-quarter Foundations of Education sequence (SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools) as well as additional content areas courses in their fourth year and then continue with a fifteen-month graduate program that includes a yearlong residency in local public schools, including the University of Chicago Charter School. A master of arts in teaching is awarded upon successful completion of the program.

UCHICAGO UTEP COURSES

SOSC 25501-25502-25503. Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools.

This is a yearlong sequence on the foundations of education in urban contexts.

SOSC 25501. Schools and Communities. 100 Units.

This course focuses on communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as students explore questions about why we have public schools, why they are organized as they are (especially in urban contexts), and how these institutions might be reformed. The topics covered represent essential intellectual perspectives for any professional who seeks to work in an urban school context. This course has been designed to afford students with multiple analytic lenses to complement and integrate students' field experiences, tutoring work, and "soul strand" reflections across the year. The course project requires students to use what they have learned to conduct an in-depth school study.

Terms Offered: Autumn

Equivalent Course(s): UTEP 35501

SOSC 25502. Human Development and Learning. 100 Units.

The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.

Terms Offered: Winter

Equivalent Course(s): UTEP 35502

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.

In this course, students not only survey philosophies of education but also participate in philosophy by engaging in the kind of questions to which philosophers seek answers. The guide is John Dewey, the philosopher who has left the deepest stamp on the University of Chicago in general and the Urban Teacher Education Program (UChicago UTEP) in particular. This course includes a look at the work of Dewey, his contemporary counterparts, and his critics. Students also explore the influence of philosophy on teaching and learning, especially as it pertains to curriculum. For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.

Terms Offered: Spring

Equivalent Course(s): UTEP 35503

SOSC 25502-25503. Human Development and Learning; Teaching and Learning in Urban Schools.

SOSC 25502. Human Development and Learning. 100 Units.

The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.

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Terms Offered: Spring

Equivalent Course(s): UTEP 35503

EDUCATION-RELATED COURSES

Comparative Human Development Courses

CHDV 20209. Adolescent Development. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development. (B, D)
Instructor(s): M. Spencer Terms Offered: Winter

Economics Courses

ECON 26700. Economics of Education. 100 Units.

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: Spring

Prerequisite(s): ECON 21000

Equivalent Course(s): PBPL 26700, ECON

Psychology Courses

PSYC 20500. Developmental Psychology. 100 Units.

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

Instructor(s): K. Kinzler, L. Richland Terms Offered: Autumn

Equivalent Course(s): CHDV 25900

PSYC 23200. Introduction to Language Development. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): CHDV 23900, LING 21600

Public Policy Courses

PBPL 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Equivalent Course(s): CRES 25405

Sociology Courses

SOCI 20004. Statistical Methods of Research. 100 Units.

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

Instructor(s): S. Raudenbush Terms Offered: Winter

Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 30004

SOCI 20108. The Institution of Education. 100 Units.

This course is a general survey of the properties of education considered as an institution of historical and contemporary societies. Particular attention is given to institutional formation and change in education and to education’s role in processes of social control and social stratification.

Instructor(s): C. Bidwell Terms Offered: Winter

Equivalent Course(s): SOCI 30108

SOCI 20192. The Effects of Schooling. 100 Units.

From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30192



HUMAN RIGHTS

The Human Rights Program at the University of Chicago integrates the exploration of the core questions of human dignity with a critical examination of the institutions designed to promote and protect human rights in the contemporary world. It is an initiative unique among its peers for the interdisciplinary focus its faculty and students bring to bear on these essential matters. The Human Rights curriculum includes a core sequence and an array of elective courses that examine human rights from a variety of disciplinary, thematic, and regional perspectives. The Human Rights Internship Program provides fellowships to students for practical experiences at host organizations in the United States and around the world. Through conferences, workshops, lectures, and film series, the program brings the world to the campus, incorporating the broader community into its educational mission.

Students wishing to pursue a systematic introduction to the study of human rights are encouraged to take the core sequence in Human Rights (HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights; HMRT 20200 Human Rights II: History and Theory; and HMRT 20300 Human Rights III: Contemporary Issues in Human Rights). Additional courses provide an in-depth study of various human rights issues from a number of different theoretical perspectives.

Students interested in human rights are also encouraged to attend the Human Rights Workshop. The workshop provides a forum for the ongoing human rights research of faculty and graduate students in a variety of disciplines. Prominent human rights activists, theorists, artists, and faculty from other universities are among the guest speakers at workshops. Offered every quarter, workshop sessions are open to faculty, students, and the public.

The Human Rights Internship Program offers University of Chicago students the opportunity to learn the skills and understand the challenges inherent in putting human rights into practice. The internship program is unique in its flexibility, awarding grants that afford all interns the freedom to explore their interests, whether thematic or regional in focus. The program places more than thirty students each summer with nongovernmental organizations, governmental agencies, and international human rights bodies around the world. The application deadline is in Autumn Quarter. More information is available on the program website at humanrights.uchicago.edu.

MINOR PROGRAM IN HUMAN RIGHTS

Students in other fields of study may also complete a minor in human rights.

The minor program in Human Rights is an interdisciplinary plan of study that provides students the opportunity to become familiar with theoretical, historical, and comparative perspectives on human rights. The flexibility of this course of study complements majors in any of the disciplines. A minor in Human Rights will provide a background for graduate study in an appropriate discipline where scholarship can focus on human rights or for careers that incorporate human rights

advocacy (e.g., journalism, filmmaking, the practice of law or medicine, teaching, policy analysis, service in government or intergovernmental entities).

The minor requires five courses. At least two of the courses must be selected from the three Human Rights core courses (HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights, HMRT 20200 Human Rights II: History and Theory, HMRT 20300 Human Rights III: Contemporary Issues in Human Rights). The remaining courses can be selected from among the Human Rights core and approved upper-level Human Rights courses.

Students must receive the program adviser's approval of the minor program on a form obtained from their College adviser. This form must then be returned to their College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

NOTE: Lists of qualifying courses are prepared both annually and quarterly by the Human Rights Program. For up-to-date information, visit Room 207 at 5720 South Woodlawn Avenue or humanrights.uchicago.edu.

CORE COURSES

HMRT 20100. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (V) (I)

Instructor(s): B. Laurence Terms Offered: Autumn

Equivalent Course(s): HMRT 30100, PHIL 21700, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

HMRT 20200. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): M. Bradley Terms Offered: Winter

Equivalent Course(s): HMRT 30200,CRES 29302,HIST 29302,HIST 39302,INRE 31700,JWSC 26602,LAWS 41301,LLSO 27100

HMRT 20300. Human Rights III: Contemporary Issues in Human Rights. 100 Units.

For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.

Instructor(s): S. Gzesh Terms Offered: Spring

Equivalent Course(s): HMRT 30300,HIST 29303,HIST 39303,INRE 31800,LAWS 78201,LLSO 27200

COURSES**HMRT 20116. Global-Local Politics. 100 Units.**

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): SOCI 20116,HMRT 30116,PBPL 27900,SOCI 30116

HMRT 21400. Health and Human Rights. 100 Units.

This course attempts to define health and health care in the context of human rights theory and practice. Does a “right to health” include a “right to health care?” We delineate health care financing in the United States and compare these systems with those of other nations. We explore specific issues of health and medical practice as they interface in areas of global conflict: torture, landmines, and poverty. Readings and discussions explore social determinants of health: housing, educational institutions, employment, and the fraying of social safety nets. We study vulnerable populations: foster children, refugees, and the mentally ill. Lastly, does a right to health include a right to pharmaceuticals? What does the big business of drug research and marketing mean for our own country and the world?

Instructor(s): R. Sherer, E. Lyon Terms Offered: Winter

Equivalent Course(s): MEDC 60405

HMRT 24701. Human Rights: Alien and Citizen. 100 Units.

This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the “alien” (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers.

Instructor(s): S. Gzesh Terms Offered: Autumn

Equivalent Course(s): LACS 25303, LAWS 62401

HMRT 25107. Documentary Production II. 100 Units.

This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.

Instructor(s): J. Hoffman Terms Offered: Winter, Spring

Prerequisite(s): CMST 23930 or ARTV 23930.

Note(s): This course meets for two quarters.

Equivalent Course(s): ARTV 23931, CMST 23931

HMRT 25210. Anthropology of Disability. 100 Units.

This seminar undertakes to explore “disability” from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

Instructor(s): M. Fred Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): MAPS 36900, ANTH 20405, ANTH 30405, CHDV 30405, HMRT 35210, SOSC 36900

HMRT 26500. Human Rights in Russia and Eurasia. 100 Units.

This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.

Instructor(s): A. Janco Terms Offered: Autumn

Equivalent Course(s): HIST 29312,HIST 39313,SLAV 26500,SLAV 36500

HMRT 26600. Climate Change and Displacement. 100 Units.

This course will focus on recent debates regarding climate change and forced migration. Will global warming produce millions of “climate refugees”? If so, what populations are most vulnerable to rising sea levels, drought, and other changes associated with global warming? Who is responsible for these migrants and how can we distinguish environmental refugees from other categories of displaced persons? We will outline this emerging field of research with an eye to how different disciplines have approached these problems to identify common issues and to chart future directions of research.

Instructor(s): A. Janco Terms Offered: Winter

Equivalent Course(s): HMRT 36600

HMRT 26700. Civilians and War. 100 Units.

In this course, we will study the history of war and forced migration. We will focus on how particular historical crises have led to the development of human rights protections for people displaced by war. What were these crises and how have they shaped the way we define the rights and status of refugees? How have these conventions been adapted to reflect the challenges of the World Wars, the Cold War, guerrilla warfare, and insurgency? We will study both developments in warfare and strategies for protecting civilians during war.

Instructor(s): A. Janco Terms Offered: Spring

Equivalent Course(s): HMRT 36700,HIST 29511,HIST 39511

HMRT 27061. U.S. Legal History. 100 Units.

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Stanley Terms Offered: Autumn

Equivalent Course(s): AMER 27605,CRES 27605,GNSE 27605,LLSO 28010,HIST 27605

HMRT 27306. U.S. Women and Gender. 100 Units.

Instructor(s): A. Stanley Terms Offered: Winter

Equivalent Course(s): HIST 37306, HMRT 37306, LLSO 27306, HIST 27306

HMRT 28310. Vulnerability and Human Rights. 100 Units.

The course discusses current theories of vulnerability and passivity in relation to human rights. It pays particular attention how human rights and social justice can be thought of in relation to people with severe disabilities, animals, and others who are not traditionally thought of as subjects of justice. We will discuss philosophical texts by Jacques Derrida, Emmanuel Levinas, John Rawls, Martha Nussbaum and others, and sociological texts by scholars like Bryan Turner and Tom Shakespeare.

Instructor(s): D. Kulick Terms Offered: Winter 2014

Equivalent Course(s): HMRT 38310, CHDV 26310

HMRT 28602. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): E. Lyon, H. Saussy Terms Offered: Winter 2014

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): BIOS 29323, BPRO 28600, CMLT 28900

HMRT 29001. The Practice of Human Rights. 100 Units.

The seminar uses an interdisciplinary approach to give students a variety of conceptual frameworks to integrate their field experience into their academic program. Course material focuses on two major aspects of the internship experience: analysis of the work of "social change" organizations and an evaluation of the student's personal experience. The first half of this course is dedicated to readings and discussion. Students then give presentations that are subject to group critique and discussion.

Instructor(s): S. Gzesh Terms Offered: Winter

Prerequisite(s): Completion of Human Rights Program internship or equivalent experience in a rights-focused advocacy organization and consent of instructor.



JOINT DEGREE PROGRAMS

The University offers a number of joint degrees to students in the College. Joint BA-MA/MS programs permit qualified students to enter upon a course of graduate study while also completing their work in the College. Applicants must have completed a significant portion of their undergraduate program before they can apply to master's level programs. Generally this means that students are admitted to candidacy for the master's degree during their fourth year in the College. During this year of graduate work, students will be billed for tuition at the graduate rate. Students should consult their College advisers, as well as the appropriate program chairman or program coordinator, for detailed information about these options.

Any department may initiate a joint program by submitting a program proposal to the College Curriculum Committee.

FIVE-YEAR JOINT BACHELOR'S/MASTER'S PROGRAMS

Five-year joint bachelor's/master's programs permit undergraduate students to begin a master's degree program during their fourth year in the College. Successful students earn a bachelor's degree at the end of their fourth year and a master's degree at the end of their fifth year. Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year.

Students begin the application process in the autumn of their third year by meeting with the College BA/MA adviser, Ron Gorny. By the end of the third year, all joint degree candidates will need to complete 33 to 39 of the required 42 credits for the undergraduate degree (students should consult the individual five-year programs to determine the exact number of credits that need to be completed).*

Students pursuing joint degrees should be aware that they will be charged at the graduate tuition rate in their fourth year of study (the joint BA/MAT degree in urban teaching is an exception to this). College aid can be applied toward tuition charges in the fourth year of study but will not extend into the fifth year. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BA/MA in Social Service Administration (p. 1427)
- Joint BA/MAT in Urban Teaching (p. 1428)
- Professional Option: Medicine (p. 1429)
- Professional Option: Public Policy Studies (p. 1430)

Further information about the five-year joint programs may be found in the accompanying table (http://collegecatalog.uchicago.edu/thecollege/jointdegreeprograms/BA-MA_Structures_-_5Yr_Programs_April_3_2013.pdf).

FOUR-YEAR JOINT BACHELOR'S/MASTER'S PROGRAMS

Four-year joint bachelor's/master's programs permit successful undergraduate students to complete a master's degree program over their fourth year in the College. Though their admissions criteria vary, they are all highly selective

programs. Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. Students planning to pursue a joint degree in the physical sciences should consult closely with their individual departments regarding course selection in their major.

Students apply to four-year joint bachelor's/master's programs during their third year in the College. They begin the process before the end of the Autumn Quarter by meeting with both the College BA/MA adviser and the joint degree program coordinator in their department of interest. They are also required to meet with the dean of students in their prospective graduate division. By the end of the third year, all joint degree candidates will need to complete at least 39 of the required 42 credits for the undergraduate degree.

Students pursuing joint degrees typically register for nine courses in their fourth and final year of study.[†] In the humanities and social sciences programs, all course work will be graduate level. In the physical sciences, students will work with program advisers to develop an individualized program of course work. All students will be allowed to use up to three credits from their graduate course work to fulfill the remaining credits for the undergraduate degree.* (Candidates may petition the director of undergraduate studies to apply the three graduate courses toward their major, otherwise the courses will be applied toward general electives).

Students should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not cover the additional expenses associated with graduate tuition rates and fees. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BA/MA in the Humanities (p. 1422)
- Joint BS/MS in Chemistry (p. 1420)
- Joint BA/MS or BS/MS in Computer Science (p. 1421)
- Joint BA/MS or BS/MS in Mathematics (p. 1425)
- Joint BA/MS or BS/MS in Statistics (p. 1426)
- International Relations (p. 1431)

Further information about four-year joint programs can be found in the accompanying table (http://collegecatalog.uchicago.edu/thecollege/jointdegreeprograms/BA-MA_Structures_-_4Yr_Programs_April_3_2013_one_page_version.pdf).

- * Courses in a minor cannot be double-counted anywhere in a student's program, including in the graduate portion of the degree.
- † Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with most joint degree fourth-year curricula. Joint degree candidates should be aware that registration for a fourth course in any term will result in higher tuition. Students are encouraged to complete their BA project before beginning their graduate course work.



JOINT BS/MS IN CHEMISTRY

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult Gregory Hillhouse at gh15@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Department of Chemistry and Ron Gorny at rlg2@uchicago.edu in the College advising office.



JOINT BA/MS OR BS/MS IN COMPUTER SCIENCE

Outstanding Computer Science majors may apply to complete an MS in Computer Science along with a BA or BS during their four years at the College.

Participants must be admitted to the MS program. Prior to applying to the program, interested students must meet with Sharon Salveter, Computer Science Department Counselor, and Ron Gorny, the College BA/MS or BS/MS Adviser. (For an appointment with Mr. Gorny, call the College Adviser's Reception Desk at 702.8615.) Students must submit applications for the joint program to the Department Counselor, Sharon Salveter, by the end of Winter Quarter of their third year.

Participants in the joint BA/MS or BS/MS program must meet the requirements for the BA or BS plus nine courses for the MS and a master's project. Three of the nine courses for the MS may also meet the requirements of the BA or BS, resulting in a total of 20 courses in Computer Science. For details visit cs.uchicago.edu/info/BxMS.



JOINT BA/MA IN THE HUMANITIES

Students in the College may pursue the master of arts degree in the Humanities while working toward an undergraduate degree. Undergraduate students admitted to this program pursue a specific course of study depending on their specific research and professional interests. Students with interests in cinema and media studies, classics, cultural policy, or creative writing take advantage of one of the four Master of Arts Program in the Humanities (MAPH) program options in those fields.

Undergraduate students who wish to complete an MA in the Humanities concurrently with a bachelor's degree should begin by discussing this option with the College BA/MA adviser and with the BA adviser in their major, followed by a conversation with the associate director of the MAPH Program and the dean of students in the Division of the Humanities.

Undergraduate students pursuing this option are in "concurrent residence" beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters.

QUALIFICATIONS AND ELIGIBILITY

Permission to receive concurrent BA and MA in the Humanities degrees is granted only to those undergraduate students who have demonstrated, in their undergraduate work, a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant and applicants are carefully reviewed in the context of both the undergraduate major and the MA in the Humanities degree requirements.

Applicants should have a minimum GPA for their undergraduate work comparable to that required for honors in the major and have completed the College general education requirements as well as 39 courses.

In addition to a distinguished record of achievement during their time in the College, applicants must convincingly demonstrate that they will be able to complete all requirements for the two degrees by the end of the allotted three quarters of full-time concurrent residence. For this purpose, potential applicants should meet with the BA/MA adviser in the College and fill out a BA/MA Worksheet. The BA/MA adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within four years.

TIME LIMITS

This course of study is not intended to prolong registration beyond four undergraduate years. All course registrations for both degrees must be completed in three quarters after enrollment into the MA in the Humanities program. Students who have finished all requirements for the BA and the MA in the Humanities in the Spring Quarter may take both the BA and MA in the Humanities degrees at Spring Convocation.

REGISTRATION, TUITION, AND FINANCIAL AID

To receive at the same time both the BA degree and the MA in the Humanities degree requires that the last three quarters of the undergraduate course of study be spent in full-time (three courses per quarter) registration status in MAPH. Students are to register for a minimum of nine graduate courses. Three graduate-level courses may be double counted, that is, applied to both the College and the MAPH requirements. (Students may petition their director of undergraduate studies to apply the three graduate-level courses to their undergraduate major; otherwise the courses will be applied to general electives). For each of the three quarters in which the students are registered in MAPH, they pay tuition at the graduate tuition rate, which is somewhat higher than the undergraduate tuition rate.*

Students are not eligible for financial assistance from the Humanities Division. Therefore, students admitted to this program should consult the College Aid Office to determine if their financial aid will be affected.

A minimum of six quarters of undergraduate residence in the College is required, including the three quarters of registration in MAPH.

- * Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with the MAPH curriculum. Joint degree candidates should be aware that registration for a fourth course in any term will result in higher tuition.

COURSE REQUIREMENTS

Students will be required to take the MAPH core course (Foundations of Interpretive Theory). The core starts two weeks prior to the beginning of Autumn Quarter and is only offered in the autumn. In addition to the core, students take eight courses, three per quarter, over the course of the year. One of these courses is MAPH 30200/30400, the Thesis Writing Workshop.

Students prepare their theses under the supervision of faculty members and their preceptors. During the winter, students participate in a non-credit thesis workshop (MAPH 30200) with their precept groups. Students exchange drafts with their peers and workshop their writing in biweekly to weekly sessions. In addition, preceptors are available for individual consultations as the thesis workshop progresses. During the spring, students participate in a for-credit workshop (MAPH 30400). Preceptors divide their group into subgroups for weekly or biweekly meetings, supplementing this with individual meetings.

For courses counting toward the MA in the Humanities degree, including any courses that are double counted, students must earn a *B-* or better in the core, must maintain a *B* average with no grade lower than *B-*, and must earn a *B* or better on their thesis.

APPLICATION PROCEDURES

Students interested in obtaining both the BA degree and the MA in the Humanities degree should obtain from the Humanities Dean of Students office

(Walker 111) a graduate application. The application should be completed, signed, and returned to the same office with all the necessary supporting documents by February 1.

The following documents must be on file with the Humanities Dean of Students office before the application will be reviewed:

1. the application
2. three letters of recommendation
3. official transcript(s)
4. BA/MA Worksheet: filled out and signed by the College BA/MA adviser
5. Joint BA/MA in the Humanities Form: top portion filled out

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination.

Applicants will be interviewed by the MAPH program director. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

GENERAL GUIDELINES

- Students who begin work towards the MA in the Humanities degree and then leave the University without completing the program will not be allowed to complete the MA in the Humanities at a later date.
- Once a student has begun to pursue both the BA degree and the MA in the Humanities degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities as well as the dean of students in the College.
- Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as usual.



JOINT BA/MS OR BS/ MS IN MATHEMATICS

Qualified College students may receive both a bachelor's and a master's degree in mathematics concurrently at the end of their studies in the College. Qualification consists of satisfying all requirements of each degree in mathematics. To be eligible for the joint program, a student must excel on the Calculus Accreditation Exam (during Orientation Week of the student's first year) and must begin MATH 20700 Honors Analysis in Rn I in the Autumn Quarter of the student's first year. By following a program of prescribed undergraduate course sequences in mathematics and succeeding in all courses with grades no lower than A-, the student becomes eligible to enroll in graduate courses in mathematics in the student's third year. While only a few students complete the joint BA/MS program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director or co-director of undergraduate studies.

Students should submit their application for the joint program to one of the departmental counselors as soon as possible, but no later than the Winter Quarter of their third year.



JOINT BA/MS OR BS/ MS IN STATISTICS

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. Although a student may receive a BA or BS in any field, a program of study other than Statistics is recommended.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, STAT 24400-24500 Statistical Theory and Methods I-II with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the Departmental Adviser for Majors and the College Joint Degree Program Adviser early in their third year. (For an appointment with the College Joint Degree Program Adviser, call the College Advising Reception Desk at 773.702.8615.)

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, STAT 24400-24500 Statistical Theory and Methods I-II and STAT 24610 Pattern Recognition which are required for the MS in Statistics, could also be used to meet part of the requirements for a BA or BS program in Mathematics for courses outside of Mathematics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit www.stat.uchicago.edu/admissions/ms-degree.shtml.



JOINT BA/MA IN SOCIAL SERVICE ADMINISTRATION

The School of Social Service Administration (SSA) offers students an opportunity to begin their professional training while still in the College. Qualified students who wish to pursue a joint MA degree in Social Service Administration should consult with the BA/MA adviser in the College and with the director of admissions at SSA as soon as their second year, but no later than early in their third year.

Applicants are expected to have a GPA of 3.25 or higher and to have completed all of their general education requirements. To be admitted to the joint program, students must have no more than three courses remaining in their undergraduate degree program by the end of their third year.

Students should be aware that they will be taking nine courses in their fourth year: four SSA core courses; three additional SSA courses, which must fulfill content requirements within the SSA core curriculum; and two electives. Students will also work in a field placement. Because the nine graduate-level courses together with field work constitute a demanding curriculum, students are encouraged to complete their BA projects before beginning their graduate coursework. Upon completion of the first year of graduate study, students will be allowed to use three credits from their graduate courses to fulfill the remaining credits for the undergraduate degree. (Candidates may petition their director of undergraduate studies to apply the three graduate courses toward their major; otherwise the courses will be applied toward general electives).

BA/MA students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at SSA's graduate rates. Unlike in the College, students electing to take a fourth course will be charged additional tuition.



JOINT BA/MAT IN URBAN TEACHING

The University of Chicago Urban Teacher Education Program (UChicago UTEP) is a two-year master's degree program that recruits and prepares candidates with strong undergraduate backgrounds and a commitment to educational equity to teach in underserved urban public schools. Its particular emphasis is preparing elementary teachers and secondary mathematics and biology teachers for the Chicago public schools. Undergraduate students can apply for the Joint BA/MAT Program during their third year in the College. Admitted students begin the joint degree program in their fourth year by taking a three-quarter Foundations of Education sequence (SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools). These students then continue with a fifteen-month graduate program that includes substantial clinical work in local Chicago public schools, including the University of Chicago Charter School campuses. Offered through the program are master of arts in teaching degrees for elementary grades (grades K–8), high school mathematics (grades 6–12), and high school biology (grades 6–12). Graduates also receive state certification.

Students interested in UChicago UTEP should consult with Ron Gorny, the BA/MA adviser, at 773.702.8615; and with Diane New Hardy and Melissa Tribue, UChicago UTEP's recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org. Consultations should begin early in the second year so that all College requirements can be met.



PROFESSIONAL OPTION: MEDICINE

The University of Chicago Pritzker School of Medicine's Professional Option Program in Medicine permits undergraduate students who have demonstrated outstanding potential for success in medicine to begin medical school during their fourth year in the College. This is a highly competitive, merit-award program.

Because of the accelerated nature of the curriculum, applicants must have outstanding academic credentials as evidenced by a combination of GPA and MCAT scores that place them among the top nationwide candidates for medical school (i.e., GPA typically in the range of 3.7 and MCAT scores typically not less than 33 with no individual section score less than 8). Eligible students also have a clear understanding of their motivation for medicine; evidence of analytical thinking, effective communication skills, leadership, and engagement in the various communities in which they participate; and compelling reasons to attend Pritzker.

Candidates will apply to this program during their third year in the College. Eligible students must have completed 33 credits (of the 42 required for a degree in the College) by the end of their third year. These 33 credits must include all 15 general education requirements and one-half of the requirements for their major.

Through this program, students will, upon completion of the first year of medical school at Pritzker, be allowed to use credit from their medical school courses to fulfill the remaining nine credits for the undergraduate degree. At the successful conclusion of their first year of medical school, students completing their degree in this fashion will receive the *Bachelor of Arts in Professional Option: Medicine*. Because students pursuing a professional option program do not complete the requirements for a College major, they are not eligible for departmental honors upon receiving their bachelor's degree.

Interested students should schedule an appointment with a health professions adviser early in their second year. Consult the Office of Admissions at the Pritzker School of Medicine (pritzkeradmissions@bsd.uchicago.edu) for details.



PROFESSIONAL OPTION: PUBLIC POLICY STUDIES

The Irving B. Harris Graduate School of Public Policy Studies offers a program to undergraduate students interested in early completion of an advanced professional degree. Students must submit applications to the Office of Admissions, Harris School, in Autumn Quarter of their third year.

To be eligible, students must have completed 33 credits (of the 42 required for an undergraduate degree) by the end of their third year. Completed credit must include:

- all 15 general education courses;
- one-half of the requirements for a College major;
- and one-half of the required number of electives.

At the end of their fourth year, having completed the first-year program of at least nine courses in the professional school, the student is awarded a Bachelor of Arts in Professional Option: Public Policy Studies. Because students pursuing a professional option program do not complete the requirements for a College major, they are not eligible for departmental honors upon receiving their BA degree.

Before beginning the application process with the Harris School for this professional option program, students must meet with Ron Gorny, the BA/MA adviser. Students should make this appointment early in their second year so that all College requirements can be met. For an appointment, call the College Advisers Reception Desk at 702.8615.



INTERNATIONAL RELATIONS

The special strength of the Committee on International Relations (CIR), the first graduate program of its kind in the nation, lies in its interdisciplinary approach to a wide range of questions relating to international issues. The Committee's faculty includes members of the various departments in the Division of the Social Sciences, as well as the University of Chicago Booth School of Business, the Irving B. Harris Graduate School of Public Policy Studies, the Divinity School, and the Law School. Their expertise extends over a broad range of subjects: international relations theory, security studies, international political economy, international history, history and conduct of U.S. foreign policy, human rights, international law and organization, international development, and regional international relations.

JOINT BA/MA PROGRAM

Qualified students in the College who wish to pursue a joint MA degree in international relations should consult with the College adviser (Ron Gorny), the Associate Dean of Students in the Social Sciences, and with a CIR preceptor early in their third year. They are expected to have a GPA of 3.55 or higher, and at that time they are also expected to have met most of their general education requirements and to have chosen their major.

APPLICATION

Interested students should submit their formal application to the program by the January 6 deadline for regular graduate admissions. Applications should be submitted to the Dean of Students of the Division of the Social Sciences online at apply-ssd.uchicago.edu/apply. Please note that BA/MA applicants should not pay the application fee. Please email admissions@ssd.uchicago.edu to ask about a fee waiver.

Based on the available course list, applicants to the CIR BA/MA program must also submit a Proposed Curriculum document that identifies (1) up to three courses completed as part of the BA degree that will be petitioned to count toward the MA degree distribution requirements (NOTE: These courses cannot be counted as part of the required nine graduate-level courses—see Program Requirements below) and (2) the graduate-level courses they intend to take during their year in the program. CIR preceptors are available for consultation and guidance on a student's preparation of the document. NOTE: A student admitted to the CIR BA/MA program must submit changes to the CIR Program Chair.

Space in the CIR BA/MA program is limited, and admission is very competitive. The application is evaluated by the CIR Admissions Committee on the basis of the student's academic record, letters of recommendation, GRE scores if available, a 10- to 20-page term or research paper, and a personal statement of intellectual and academic goals. Admission to the MA program is also subject to approval by the College. BA/MA students are expected to complete all but three of their BA requirements before entering joint residence status for the three quarters preceding the anticipated quarter of graduation (up to three graduate courses can be used as

electives in the undergraduate program or they can be applied to the undergraduate major by petition to the Director of Undergraduate Studies). Students in joint residence status are charged tuition at graduate rates.

PROGRAM REQUIREMENTS

Students selected to participate in the joint degree program must meet all the normal BA requirements for their particular field of study, as well as all the general education requirements. In addition, joint degree students in international relations must meet the following requirements:

1. Completion of nine graduate-level courses for quality grades, including seven CIR-approved courses. NOTE: The total number of CIR-approved credits required for the joint degree is 48, assuming that three courses taken at the graduate level in the fourth year may be double counted toward both degrees.

2. Fulfillment of the CIR distribution requirement. This is designed to ensure that, within the nine required courses for the MA degree, students achieve sufficient depth and breadth in the study of international relations. Students may petition the CIR to count toward their MA distribution requirements up to three appropriate courses taken for their BA degree. Currently, each student must pass three courses each in two of four fields of international relations:

- a. Security, International History, and International Relations Theory
- b. International Political Economy and Development
- c. Regional Studies and Nationalism
- d. Human Rights, Environment, and Law

3. A passing grade in the Committee's noncredit Perspectives on International Relations (INRE 30000) course in Autumn Quarter.

4. A passing grade in the Committee's MA paper workshop (INRE 46500) in Winter and Spring Quarters.

5. Completion of an MA paper that is approved by a faculty adviser and a preceptor.

6. Completion of both BA and MA degrees within a quarter of each other.

Details are available in the Committee office (P 307).



STUDY ABROAD

STUDY ABROAD PROGRAMS

UChicago Study Abroad encourages students to expand their education through diverse intellectual perspectives, active participation in a new culture, and critical, firsthand engagement with local and global challenges. Chicago's distinctive range of faculty-led programming blends the academic rigor and spirit of intellectual curiosity that is central to the College curriculum with the University's wide-reaching international mission.

The College sponsors study abroad programs in the following locations:

- Austria (Vienna)
- Botswana (Gaborone)
- Chile (Santiago)
- China (Beijing, Shanghai)
- Dominican Republic (Jarabacoa)
- Egypt (Cairo)
- France (Paris, Menton)
- Germany (Berlin, Freiburg)
- Great Britain (Bristol, Cambridge, Edinburgh, London, Oxford)
- Greece (Athens)
- India (Pune)
- Ireland (Dublin)
- Israel (Jerusalem)
- Italy (Bologna, Milan, Rome)
- Japan (Kyoto)
- Korea (Seoul)
- Mexico (Oaxaca)
- Russia (St. Petersburg)
- Spain (Barcelona, Toledo)
- Tanzania (Dar es Salaam)
- Turkey (Istanbul)

Direct enrollment programs at universities in the following cities may assume suitable preparation in the appropriate language:

- Barcelona
- Beijing
- Berlin
- Bologna
- Kyoto
- Menton
- Milan

- Paris
- Santiago
- Seoul
- Shanghai
- St. Petersburg

An enrollment agreement with the following British or Irish institutions allows students to study for an academic year:

- King's College (London)
- London School of Economics and Political Science
- St. Catherine's College (Oxford) (Note: An Autumn Quarter-only option is available.)
- Trinity College (Cambridge)
- Trinity College (Dublin)
- University College (London)
- University of Bristol
- University of Edinburgh

Programs at the following locations offer intensive language instruction:

- Freiburg (Autumn Quarter)
- Paris (Summer Quarter)
- Toledo (Autumn Quarter)

The following one-quarter programs meet the College's general education requirement in civilization studies:

With the exception of the Paris autumn Civilizations in French program (two years of French required) and the Barcelona spring Civilizations in Spanish program (two years of Spanish required), these programs have no language prerequisite. All programs offer the opportunity for both novice and experienced speakers to work on language skills.

- Athens
- Barcelona (Winter Quarter taught in English, Spring Quarter taught in Spanish)
- Beijing
- Cairo
- Istanbul
- Jerusalem
- Oaxaca
- Paris (Autumn, Winter, and Spring Quarters, taught in English)
- Paris (Autumn Quarter, taught in French)
- Paris (Autumn Quarter, African Civilizations and Colonizations, offered in alternating years)
- Pune
- Rome
- Vienna

The following one-quarter programs have a disciplinary focus:

- Beijing: Social Sciences (Spring Quarter)
- Dar es Salaam: Human Evolution and Ecology (Autumn Quarter)
- Gaborone: Culture and Society in Africa (bridges Winter and Spring Quarters)
- Jarabacoa: Latin American Health, Nutrition, and Environmental Issues (Summer Quarter)
- London: British Literature and History (Autumn Quarter)
- Paris: Primates and Human Evolution (Autumn Quarter)
- Paris: Neurobiology (Winter Quarter)
- Paris: Social Sciences (Winter Quarter)
- Paris: Advanced Mathematics (Spring Quarter)
- Paris: Astronomy (Spring Quarter)
- Paris: Europe East and West (Spring Quarter)
- Paris: Humanities (Spring Quarter)

Students who wish to study abroad should attend relevant information meetings. Students should discuss their plans with their College adviser to determine the implications of study abroad for their degree program in Chicago. They should then visit the Study Abroad Advising Office to consult with Dana Currier (HM 216, 702.6258), Lewis Fortner (HM 213, 702.4858), Juliana Gaitner (HM 209, 702.0991), or Elana Kranz (HM 211B, 834.5424) about the application process. No appointment is necessary. For more information, including the most current list of program locations, visit study-abroad.uchicago.edu.

Students participating in some study abroad programs (e.g., direct enrollment programs) are not eligible for the Dean's List for that year. Please note that more than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers.

SUMMER INTERNATIONAL TRAVEL GRANTS

Foreign Language Acquisition Grants (FLAG) and research grants are part of the Summer International Travel Grant (SITG) award program. These awards are designed to defray many of the expenses associated with summer language study and academic research abroad. Visit study-abroad.uchicago.edu/programs/byType/summer-grants to obtain the application for the FLAG and research grants. Applications must be completed online by the appropriate deadline, normally in mid-February.

FLAG

To be considered for FLAG funding, applicants must have completed or tested out of the 10300 level of the target language by their program's start date. They must also plan to enroll in an intermediate or advanced intensive language program abroad that is at least eight weeks in duration, at least fifteen hours of study a week, and located in a setting where the language is predominately spoken. If a language is not offered on campus, applicants may apply at any level. Students should visit study-abroad.uchicago.edu/programs/byType/summer-grants for more

information, including access to a database of language schools where previous FLAG recipients have studied. Students should also contact language departments to identify appropriate programs. Students planning to enroll in the University of Chicago's Summer Paris Program or the Center in Beijing's Summer Chinese Program are eligible for FLAG funding and are encouraged to apply.

Research Grants

Numerous other grants are available to support research that is conducted outside the United States. Many of these grants are intended to support research that will lead to the completion of a bachelor's thesis. Proposals for other international academic projects and for research that is not related to a bachelor's thesis may also be considered.



PREPARATION FOR PROFESSIONAL STUDY

THE ARTS

Preparation for the fields of arts and entertainment is as varied as the disciplines within these fields. Students majoring in music, cinema, theater, literature, and the visual arts will have course requirements determined for them by their respective departments. However, many University of Chicago graduates who majored in languages, fundamentals, and the natural and social sciences have gone on to have successful careers in entertainment, the arts, architecture, design, and fashion design. While a conservatory education is valuable for learning craft, the well-rounded and demanding liberal arts education offered by the College is perhaps the best preparation for a career in the arts.

The UChicago Careers in the Arts (<https://careeradvancement.uchicago.edu/uchicago-careers-in/arts>) (UCIA) program is designed to assist students following one or more of three basic arts-related tracks: scholarly, administrative, and creative. Those considering careers as curators, critics, and educators should take as many arts-related history and arts-related social science courses as they can squeeze in. Those following the arts administrative track should be sure to improve their quantitative skills. Students intent on becoming practicing artists should not only concentrate on courses that will help them build a body of work, but should study basic entrepreneurship, as managing a career as a practicing artist is like managing a small business.

UCIA compliments the College's emphasis on academics with one-on-one career advising and programming designed to connect students with emerging and established professionals in the fields of visual art, music, film, television, theater, publishing, architecture, design, and more. Internships, mentorships, apprenticeships, and collaborations with working professionals provide students with the hands-on experience and deep networking needed to launch successful careers.

At least as many non-arts majors take advantage of UCIA's services as do those majoring in arts-related disciplines. In general, whatever course of study undergraduates pursue, UCIA can help connect them to the individuals, institutions, and knowledge communities needed to pursue careers in their given field, both during and beyond their college experience.

BUSINESS

The College provides no specific course of preprofessional studies to prepare students for graduate study in business administration. It is advisable for interested students to pursue a program of study that hones their quantitative, verbal, and written skills. In addition to course work required to complete their major, students should consider taking the following as electives.

ECON 19800	Introduction to Microeconomics	100
ECON 19900	Introduction to Macroeconomics	100
STAT 22000	Statistical Methods and Applications	100
ENGL 13000	Academic and Professional Writing (The Little Red Schoolhouse)	100

Up to six of the courses at the University of Chicago Booth School of Business that are open to qualified College students *

* including BUSF 30000 Financial Accounting

Additional support is provided by the UChicago Careers in Business (<https://careeradvancement.uchicago.edu/uchicago-careers-in/business>) (UCIB) program. This structured and selective three-year program is organized and managed by Career Advancement. Applications are accepted from all students, regardless of their major, from Spring Quarter to mid-August of their first year. Components of the UCIB program include:

- Weekly mandatory business competencies workshops targeting career exploration, professional development, and technical skills acquisition
- Small group employer site visits to meet with and learn from professionals in the industry
- Industry experienced adviser team focused on preparing UCIB participants to begin their career in business and/or apply to a graduate program in business administration
- Mentoring opportunities by students from the University of Chicago Booth School of Business
- Minimum of three courses at Chicago Booth, one of which must be BUSF 30000 Financial Accounting

Most graduate business schools require applicants to take the Graduate Management Admissions Test (GMAT). Students planning to apply to graduate studies in business administration within two years of graduation should take the GMAT in the summer preceding their final year in the College; registration materials are available in Career Advancement. Graduate business schools typically expect matriculating students to have acquired several prior years of work experience.

EDUCATION PROFESSIONS

A University of Chicago education is excellent preparation for graduate study in the arts and sciences. Students interested in graduate study should take full advantage of the academic resources available to them. The core curriculum encourages an atmosphere of inquiry in which students develop strong analytical and writing skills that provide a solid foundation for further exploration in any discipline.

Students should develop their knowledge through advanced course work in their fields. When they can, they should take courses that will allow them to increase their critical thinking skills as well as conduct research and write papers. These

courses will also help students cultivate strong relationships with faculty in their majors. Students are encouraged to seek out and take advantage of the wealth of research opportunities available to them on campus and elsewhere. They should develop their own research projects through completing BA projects and papers.

To strengthen the University of Chicago's reputation as a "teacher of teachers," the College and Career Advancement launched UChicago Careers in Education Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in-education-professions>) (UCEP) in the fall of 2012. UChicago Careers in Education Professions provides specialized preparation for students in pursuing careers in teaching as well as educational administration, research, and policy.

UCEP is a selective program that provides a variety of resources for students, including advising, workshops, guest speakers, teacher training programs, partnerships with public and private local schools, internship opportunities, and treks to various education institutions.

Advising: Students have access to one-on-one advising with the program director of UCEP, an expert with extensive experience in education. The program director provides students with personalized assistance in career planning, finding job and internship opportunities that match their interests, and preparing application materials.

Workshops and Events: UCEP workshops are held three times per academic term and cover an array of topics and issues in the field of education. Events have included a talk with U.S. Secretary of Education Arne Duncan and the first Urban Education Summit.

Metcalf Internship Opportunities and Career Treks: UCEP is committed to offering students valuable internship opportunities at a wide range of education-focused organizations. In addition, UCEP offers career treks to Chicago area primary, secondary, and higher education institutions. During these treks, students have the opportunity to experience firsthand the work environments in these organizations.

Partnership with the Urban Education Institute (UEI): Through a close partnership with the Urban Education Institute (UEI), students have access to unparalleled resources:

Course Offering: In partnership with UEI, UCEP is able to offer the following course to College students: PBPL 27820 Schools and Communities.

Teachers and Leaders: The College partners with the University of Chicago Urban Teacher Education Program (UChicago UTEP) to offer a special joint residency opportunity for UChicago undergraduates. Students can apply in their third year to begin UChicago UTEP course work during their final year at the College. Successful applicants can begin UChicago UTEP's intensive five-quarter clinical residency a year earlier than if they matriculated post-graduation.

Gap Year Support: Increasingly, College students wait to apply for graduate programs until after they graduate, giving them time to make sure they are making the right decision and are able to assemble a competitive application. UCEP supports students who choose to take time between college and their graduate

programs in several ways. We continue to work with alumni who may need assistance with their applications or decision-making process. We also help students and alumni find appropriate gap year experiences in the field of education.

ENTREPRENEURSHIP

Students with an interest in starting a business, working at a start-up or exploring entrepreneurial finance will find a wide range of resources available to them through UChicago Careers in Entrepreneurship (<https://careeradvancement.uchicago.edu/uchicago-careers-in/entrepreneurship>). The goal of this pre-professional program is not to have every student start a business, but rather for every student to have the opportunity to be exposed to an entrepreneurial way of thinking through experiential learning opportunities that complement the Core curriculum.

In addition to organizing College-specific workshops and opportunities, this Career Advancement program also works closely with the Polsky Center for Entrepreneurship at the University of Chicago Booth School of Business. College students are able to take advantage of world-class opportunities and resources available through the Polsky Center, including attending industry conferences, attending workshops organized by the MBA student-run Entrepreneurship and Venture Capital Club, and attending office hours with Entrepreneurs-in-Residence. Students are also able to take courses at Chicago Booth, notably an undergraduate-only section of Building the New Venture.

Programming highlights for UChicago Careers in Entrepreneurship include:

- The College New Venture Challenge, entering its third year, is an undergraduate-only business plan competition that enables students to go through the progression of discovering an idea, building a team, creating a proof of concept, and pitching to investors. Throughout the competition, students are engaged with mentors drawn from alumni and local entrepreneurs.
- Many student teams also enter competitions that are not sponsored by the University. Examples include competitions sponsored by Clinton Global Initiative, Clean Energy Trust, Net Impact, Enactus, Microsoft, Google, and Walmart, as well as competitions sponsored by such other universities as Stanford and MIT.
- Social entrepreneurship is a popular topic on campus with many student organizations, including Enactus, GlobeMed, Campus Catalyst, and Envision Do, supporting students who want to solve social and environmental issues through new innovations.
- Startup careers and internships are another area of student interest. Many local companies participate in the Metcalf Internship program, and local start-up companies are encouraged to hire UChicago students through subsidies and other promotions. Of note, the University has a strong partnership with the 1871 incubator at the Merchandise Mart, placing 34 academic year interns in Winter Quarter 2013.

- In addition to bringing in alumni and local entrepreneurs as speakers, the program also engages with local angel investors and venture capital firms. Students have worked in associate roles while in school with such local groups as Hyde Park Angels and such international groups as Softbank and Sequoia Capital.
- Career treks are an outstanding way for students to meet with companies in various industries as well as learn about different regions of the country or the world. In addition to treks to Silicon Valley, UChicago Careers in Entrepreneurship looks to engage with other regional hubs of entrepreneurial opportunity, including New York City, Boston, Austin, and Chicago.

HEALTH PROFESSIONS

UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions>) (UCIHP) provides students with the resources and support to develop the knowledge, skills, competencies, and experiences required for advanced study in the health professions. The College's broad and intellectually expansive liberal arts education, coupled with pre-health courses and UCIHP's support, is exceptional preparation for a career in health and medicine. Students develop the competencies required by graduate schools of the health professions, including: in-depth experience with the process of scientific inquiry; a facility in drawing linkages among scientific disciplines; strong critical thinking and communication skills; the ability to use mathematics to explain the natural world; mastery of basic principles of physics and chemistry; an understanding of the diversity of subject matter and methods of investigation in the biological sciences; and a sophisticated appreciation of the social context of health and medicine.

Upon meeting the College's general education requirements, *students are encouraged to major in any discipline in which they have a strong interest*, while fulfilling the following common entry requirements for advanced study in the field:

- 3 quarters of general chemistry with labs
- 3 quarters of organic chemistry with labs
- 3 quarters of biology with labs
- 3 quarters of physics with labs
- 3 quarters of a general education humanities sequence (recommended)
- 3 quarters of calculus (recommended)
- 1 quarter of biochemistry (recommended)
- 1 quarter of statistics (recommended)

The Biological Sciences Collegiate Division (BSCD) offers several course sequences that prepare students for advanced study in the health professions. Students should consult the Biological Sciences (p. 149) page in this catalog and work closely with their College advisers to determine which sequence is most appropriate.

Students with a score of 5 on the Advanced Placement Chemistry Exam may accept credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III and directly enroll in either CHEM 22000-22100-22200 Organic Chemistry I-

II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III. Alternatively, they can register for CHEM 12100-12200-12300 Honors General Chemistry I-II-III. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo partial or full AP credit. Students who decide to use test credits and enroll in CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III will need to supplement those credits with one quarter of BIOS 20200 Introduction to Biochemistry and one quarter of an upper-level chemistry course to be chosen in consultation with a health professions adviser.

Students who are unable to complete three quarters of a general education humanities sequence in their first year should plan to take a writing-intensive English course when their schedule allows. They should understand however, that this English course cannot be applied to the general education humanities requirement.

It is recommended that students work closely with their College advisers to choose courses appropriate to their level of preparation and interest. Although the College offers course sequences that fulfill all of the above requirements, some schools of the health professions have additional requirements. To ensure all requirements are met, students are also encouraged to check directly with the schools to which they intend to apply.

UCIHP supports students and alumni as they explore the health professions, among them allopathic (MD) and osteopathic (DO) medicine, nursing (PhD), dental (DDS) and podiatric (DPM) medicine, veterinary medicine (DVM), pharmacy (PharmD), and health services research (PhD). In addition to curricular assistance, UCIHP offers a wide range of cocurricular support that empowers students to achieve a high level of academic, professional, and personal success.

Students interested in the health professions should consult first with their College adviser and then with UCIHP, located in Harper Memorial Library, West Tower 406.

JOURNALISM AND MEDIA

Journalism is a broad field, covering many subjects—politics, law, international relations, medicine, technology, fashion, entertainment, sports, the environment, and many others. It includes magazines, newspapers, television, radio, the Internet, and new media. Journalism is what is new and what is different—it is content.

The deep, rigorous education provided by the College is exceptional preparation for a student wanting to become an influential journalist. The UChicago Careers in Journalism and Media (<http://careeradvancement.uchicago.edu/uchicago-careers-in-journalism>) program helps students secure opportunities for practical experience in this competitive field. It is open to students at every stage of their academic careers. It is certainly for students wanting to go into the field of journalism, but also for those wanting journalism as an extracurricular activity.

The program is organized and managed by Career Advancement. The components include:

- Individual mentoring to help students win internships and jobs in their particular areas of interest
- Workshops with professional journalists, including alumni journalists, to develop practical skills and networking opportunities
- Grants to help support students working in unpaid internships
- Advising student publications to help them grow and improve

College students are encouraged to major in any subject of their choice. Currently 47 majors are represented in the UChicago Careers in Journalism and Media program. Journalism is such a broad field that journalists cover a great variety of stories in their careers. It is important to learn to think critically, research deeply, write clearly, and gain an extensive understanding of the world.

LAW

The College curriculum provides excellent preparation for the study of law. More important than a specific major is the acquisition of certain skills necessary for the intelligent practice of law: the ability to communicate effectively in oral and written expression, a critical understanding of human institutions and values, and the ability to reason closely from given premises and propositions to tenable conclusions. Such skills can be developed in various majors and by taking courses in English language and literature, philosophy, American history, political science, mathematics, and economics.

Students interested in a career in law should use the resources provided by the UChicago Careers in Law (<https://careeradvancement.uchicago.edu/uchicago-careers-in/law>) (UCIL) Program, which is organized and managed by the Career Advancement. UCIL supports students as they explore their interest in law through programming, internships, and advising. Alumni lawyers often return to the College to participate in programs sponsored by UCIL, including panels in such specific areas of interest as international law, intellectual property, and criminal law. Students can work with UCIL to identify and secure internships with employers ranging from large law firms to public defender services. UCIL assists students in targeting law schools, preparing successful applications, and choosing the most appropriate law school.

PUBLIC AND SOCIAL SERVICE

The UChicago Careers in Public and Social Service (<https://careeradvancement.uchicago.edu/uchicago-careers-in/public-social-service>) (UCIPSS) program works with students interested in the government and nonprofit sectors. Given that these sectors are extremely broad, students of all majors are encouraged to participate in UCIPSS. Since employers in the public and social service arenas look for individuals with a deep commitment to their organization's mission, students who pursue courses of study that are interesting and exciting to them will be most successful in government and nonprofit careers. Through their rigorous academic studies, University of Chicago students learn many essential skills necessary to contribute meaningfully in the service fields. These include extensive research skills, the ability to analyze complex problems and develop

creative and effective solutions, exemplary written and oral communication skills, and the ability to manage and prioritize numerous projects and commitments.

UCIPSS, which is organized and managed by Career Advancement, is open to students at all levels, and students may join the program at any point during their college years. Students interested in public and social service are encouraged to meet with the UCIPSS advisers to begin to explore their specific areas of interest. Numerous resources are offered to educate students about specific areas within public and social service and to connect them with alumni and employers in their chosen fields. One of the main goals of the program is to connect students with meaningful, hands-on internships or volunteer experiences in the public or social service sectors. Other resources include:

- Skill-building workshops to educate students about how to navigate job searches and careers in the public and social service sectors
- Information sessions with employers to help students learn about different organizations and agencies and the types of opportunities available for students of all levels
- Paid internship opportunities with government agencies and nonprofit organizations
- Panels with alumni from a variety of fields to offer students networking opportunities and the opportunity to learn how University of Chicago graduates have translated their educations into careers in these sectors
- Treks to various locations, organizations, and agencies to learn about public and social service work in the field

SCIENCE AND TECHNOLOGY

Students with an interest in the rapidly changing fields of science and technology should use the resources provided by the UChicago Careers in Science and Technology (<https://careeradvancement.uchicago.edu/uchicago-careers-in-science-technology>) (UCIST) Program, which is organized and managed by Career Advancement. The goal of UCIST is to help undergraduate students explore, prepare for, and obtain careers in science and technology. UCIST provides experiential opportunities to students as they explore ways that science, technology, and innovation provide solutions in areas that range from particle physics, bioinformatics, and national security to search engines, alternative energies, and entertainment. Students with any major may join UCIST throughout their years in the College.

Components of the program include advising, career exploration, skill building, and real-world experiential learning. Benefits may include (but are not limited to):

- Exploration of the diverse career options in the field of science and technology through the Career Exploration Series and facility tours to Chicagoland organizations such as Argonne National Laboratory
- Opportunities to hone skill sets that employers are looking for by participating in the UCIST Skill Building Workshops, which include sessions such as "Presenting Yourself Effectively"

- Gaining real-world experience and putting skill sets into action while participating in the UCI Innovation Competition with a cross-functional team in conjunction with other UCI programs
- Exposure to industry information, workplace cultures, and networks of alumni mentors and student peers on the San Francisco Technology Trek and the Boston Biotech Trek
- Opportunity to participate in the spring/summer for-credit UCIST Research and Innovation Seminar, to learn about the process of innovation in science and technology through case studies and lectures from industry experts and UChicago resources, which can then be applied during a research opportunity over summer.



RESEARCH OPPORTUNITIES

The University of Chicago offers numerous opportunities for students to engage in research. Students in the College should visit the Fellowships, Research Opportunities, Grants, and Scholarships (FROGS) website at frogs.uchicago.edu for a partial listing of opportunities. Students can also obtain information from departments about working with faculty members on research projects or in laboratories. In addition, departments may be able to provide details on funded opportunities for student research within specific fields. Students should also look at the opportunities available through UChicago Careers in Education Professions, which can be accessed at careeradvancement.uchicago.edu/uchicago-careers-in-education-professions.



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