

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

ANTH 20701-20702. Introduction to African Civilization I, II. (=AFAM 20701-20702, CHDV 21401 [20702], HIST 10101-10102, SOSC 22500-22600) *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 in a two-quarter sequence. Part One shows how literary, oral, and archaeological sources can be used 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, European contact, and the trans-Atlantic slave trade. The second quarter of the African Civilization sequence takes up the classic question of continuity and change in African societies by examining the impact of colonialism on daily life. The course is structured in terms of critical themes in the study of modern African societies. Themes include the colonial experience, with particular emphasis on the symbolic and intimate dimensions

of the colonial experience and anti-colonial movements and the construction of political imaginaries. Toward the end of the quarter, we also consider the experience of everyday life in the context of neoliberal economic reform with a particular focus on popular culture and intimate practices. We focus on the countries of South and South Eastern Africa: Kenya, Zimbabwe, Zambia, South Africa, and Madagascar. *E. Osborn, Winter; J. Cole, Spring.*

CRES 24001-24002-24003. Colonizations I, II, III. (=ANTH 18301-18302-18303, HIST 18301-18302-18303, SOSC 24001-24002-24003) *PQ: These courses must be taken in sequence. 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. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter. The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers. *J. Saville, R. Gutiérrez, Autumn; F. Richard, K. Fikes, S. Palmié, J. Kelly, Winter; H. Agrama, Spring.*

EALC 10800-10900-11000. Introduction to the Civilizations of East Asia I, II, III. (=HIST 15100-15200-15300, SOSC 23500-23600-23700) *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. *Autumn, Winter, Spring.*

HIPS 17300-17400-17501 (or 17502). Science, Culture, and Society in Western Civilization I, II, III. (=HIST 17300-17400-17501 or 17502) *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. 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. *R. Richards. Autumn.*

HIPS 17400. 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. *N. Swerdlow. Winter.*

HIPS 17501. Medicine since the Renaissance. 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. *D. Lauderdale, A. Winter, Spring.*

HIPS 17502. Modern Science. 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. *A. Johns, Spring.*

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 introduce students to the nature and history of European civilization from the early Middle Ages to the twentieth century. It complements parallel sequences in ancient Mediterranean, Byzantine, Islamic, and American civilizations, and may be supplemented by a third quarter (HIST 13003) chosen from several topics designed to expand a student’s understanding of European civilization in a particular direction. Emphasis is placed throughout on the recurring tension between universal aspirations and localizing boundaries, and on the fundamental rhythms of tradition and change. Our method consists of close readings of primary sources intended to illuminate the formation and development of a characteristically European way of life in the high middle ages; the collapse of ecclesiastical universalism in the early modern period; and the development of modern politics, society, and culture in the centuries to follow. Individual instructors may choose different sources to illuminate those themes, but some of the most important readings are the same in all sections. *13001-13002 (13003): Autumn, Winter (Spring). 13001-13002: Winter, 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 Summer sequence. *J. Boyer, Summer; K. Weintraub, Autumn, Winter, Spring.*

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. The first quarter examines the establishment of the new American society in the colonial and early national periods, focusing on the experience of social change and cultural interaction. 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. *Autumn.*

HIST 13600. The second quarter focuses on the creation of the American nation in the nineteenth century. 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. *Winter.*

HIST 13700. The third quarter takes the society and nation thus created and focuses on the transformations produced by immigration, industrial re-organization, and the expansion of state power. 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. *Spring.*

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 (527 to 559 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. (=CLCV 20700) This course surveys the social, economic, and political history of Greece from prehistory down 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. *Autumn.*

HIST 16800. Ancient Mediterranean World II. (=CLCV 20800) 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 69 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. *Winter.*

HIST 16900. Ancient Mediterranean World III. (=CLCV 20900) 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. *Spring.*

JWSC 20001-20002-20003. Jewish History and Society I, II, III. (=JWSG 30001-30002-30003, NEHC 20401-20402-20403/30401-30402-3040) *Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.* This sequence surveys Jewish history and society from the era of the ancient Israelites until the present day. 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. *This sequence is offered in alternate years. Autumn, Winter, Spring.*

JWSC 20001. Jewish History and Society I: Ancient Israel from the Iron Age to the Roman Era. (=JWSG 30001, NEHC 20401/30401) *Autumn.*

JWSC 20002. Jewish History and Society II: Medieval Jewish Society. (=HIJD 30601, JWSG 30002, NEHC 20402/30402, RLST 20602) *Winter.*

JWSC 20003. Jewish History and Society III: European Judaism as Minority Diasporic Culture. (=HIST 22202, JWSG 30003, NEHC 20403/30403) *Spring.*

JWSC 20004-20005-20006. Jewish Thought and Literature I, II, III. (=JWSG 30004-30005-30006, NEHC 20404-20405-20406/30404-30405-30406) *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. *Autumn, Winter, Spring.*

JWSC 20004. Jewish Thought and Literature I: Introduction to the Hebrew Bible. (=NEHC 20404/30404, RLST 11004) *Autumn.*

JWSC 20005. Jewish Thought and Literature II: Rabbinic Judaism from the Mishnah to Maimonides. (=NEHC 20405/30405) *Winter.*

JWSC 20006. Jewish Thought and Literature III: The Intellectual Worlds of the Modern Jew. (=NEHC 20406/30406) *Spring.*

LACS 16100-16200-16300/34600-34700-34800. Introduction to Latin American Civilization I, II, III. (=ANTH 23101-23102-23103, CRPC 16101-16102-16103, HIST 16101-16102-16103/36101-36102-36103, SOSC 26100-26200-26300) *Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.* This course introduces the history and cultures of Latin America (e.g., Mexico, Central America, South America, Caribbean Islands). 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 consideration of the Spanish and Portuguese conquest and the construction of colonial societies in Latin America. 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. Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region. *This course is offered every year. Autumn, Winter, Spring.*

MUSI 12100-12200. Music in Western Civilization. (=HIST 12700-12800, SOSC 21100-21200) *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: To 1750. *A. Robertson. Winter.*

MUSI 12200. Music in Western Civilization: 1750 to the Present.
Spring.

NEHC 20001-20002-20003/30001-30002-30003. Ancient Near Eastern History and Society I, II, III. *Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.* This sequence surveys the history of the ancient Near East. Areas covered include Egypt, Mesopotamia, Anatolia, and the Levant (Syria-Palestine). *This sequence is offered in alternate years. Autumn, Winter, Spring.*

NEHC 20001/30001. Ancient Near Eastern History and Society I: Egypt. This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 BC) until the advent of Islam in the seventh century of our era. *J. Johnson, R. Ritner, H. Papazian. Autumn.*

NEHC 20002/30002. Ancient Near Eastern History and Society II: Mesopotamia. 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. *S. Richardson. Winter.*

NEHC 20003/30003. Ancient Near Eastern History and Society III: Anatolia and Levant. 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. *Th. van den Hout, P. Goedegebuure. Spring.*

NEHC 20004-20005-20006/30004-30005-30006. Ancient Near Eastern 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 the thought and literature of the ancient Near East, where writing was invented more than five thousand years ago, yielding documents in diverse languages and genres that shed light on politics, religion, and society at the dawn of civilization. Each course in the sequence focuses on a particular cultural region. Texts in English. *Autumn, Winter, Spring.*

NEHC 20004/30004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. This course surveys a wide range of poetic and prose compositions written in Sumerian and Akkadian in the period from ca. 2500 to 500 BCE, including the famous *Epic of Gilgamesh*. The role these compositions played in ancient Mesopotamian society is considered, as well as questions of content and style. *C. Woods. Autumn.*

NEHC 20005/30005. Ancient Near Eastern Thought and Literature II: West Semitic Literature. This course is a reading of literature that was composed in the area of Syria and Palestine in the period from ca. 1300 BCE to 400 CE. We start with the mythological texts from the north Syrian city of Ugarit (1300 to 1200 BCE) that have often been compared with biblical poetry in style and content, providing important insights into the cultural

and religious background of early West Semitic societies. In addition, we read selected passages from the Hebrew Bible, Hebrew texts from *Qumran* (i.e., the Dead Sea Scrolls), and Phoenician inscriptions. We then move on to literary texts from the vast corpus of Aramaic writings that span the period from ca. 500 BCE to 400 CE and various cultural and religious groups. Texts in English. *R. Hasselbach. Winter.*

NEHC 20006/30006. Ancient Near Eastern Thought and Literature III: Classical Arabic Literature. *Knowledge of Arabic helpful but not required.* Spanning seven centuries and three continents, classical Arabic literature developed in diverse artistic directions. Poetic genres (e.g., brigand poetry, love lyrics, court panegyrics, satires, mystical poetry) and prose genres (e.g., scripture, orations, epistles, fables, mirrors for princes, popular tales) all developed their own fascinating features. Students explore the culture and thought of the medieval Arabic-speaking world through the texts. Texts in English. *T. Qutbuddin. Spring.*

NEHC 20011-20012-20013. Ancient Empires I, II, III. (=CLCV 25700-25800-25900) *Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.* Three great empires of the ancient world are introduced in this sequence. Each course focuses on a particular empire, with attention to the similarities and differences among the empires covered in the sequence. 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. Extensive use is made of visual materials, including artifacts on display in the Oriental Institute Museum. *Autumn, Winter, Spring.*

NEHC 20011. Ancient Empires I: The Neo-Assyrian Empire. (=CLCV 25700) *G. Emberling. Autumn.*

NEHC 20012. Ancient Empires II: The Egyptian Empire of the New Kingdom. (=CLCV 25800) *Winter.*

NEHC 20013. Ancient Empires III: The Roman Empire. (=CLCV 25900) *C. Ando. Spring.*

NEHC 20416-20417-20418/30416-30417-30418. Semitic Languages, Cultures, and Civilizations I, II, III. *PQ: Not open to first-year students. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* This sequence deals with the Semitic languages and peoples of the ancient and modern Middle East. Semitic languages include ancient languages (e.g., Akkadian, Biblical Hebrew, Classical Arabic, Phoenician, Classical Ethiopic) and modern languages (e.g., Arabic, Hebrew, Amharic, Aramaic). Concentrating on case studies from ancient Mesopotamia (today's Iraq), the Syro-Palestinian corridor, and modern Middle Eastern states, we study continuity and changes in ancient and modern societies,

the connections between writing and history, language, history and national identity, and literature and history. Although there is an overall chronological framework, the sequence is thematically oriented to analyze the way historical actors addressed political problems and historical situations. Through an interdisciplinary approach we reflect on the creation and cohesion of states, empires, modern nation states and national identities.

NEHC 20416/30416. Semitic Languages in the Ancient and Modern Middle East. 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. *R. Hasselbach. Autumn.*

NEHC 20417/30417. Semitic Cultures and Civilizations in the Ancient Near East. 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. *A. Seri. Winter.*

NEHC 20418/30418. Modern Antiquities: Semitic Cultures, Languages, and History in the Modern Middle East. 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. *O. Bashkin. Spring.*

NEHC 20501-20502-20503/30501-30502-30503. Islamic History and Society I, II, III. (=HIST 25704-25804-25904/35704-35804-35904) *Taking these courses in sequence is recommended but not required. 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.

NEHC 20501/30501. Islamic History and Society I: The Rise of Islam and the Caliphate. (=HIST 25704/35704) 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. *F. Donner. Autumn.*

NEHC 20502/30502. Islamic History and Society II: The Middle Period. (=HIST 25804/35804) 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. *J. Woods. Winter.*

NEHC 20503/30503. Islamic History and Society III: The Modern Middle East. (=HIST 25904/35904) 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. *H. Shissler. Spring.*

NEHC 20601-20602-20603/30601-30602-30603. Islamic Thought and Literature I, II, III. (=SOSC 22000-22100-22200) *Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* This sequence surveys Islamic civilization from the rise of Islam in the seventh century to modern times. Texts in English.

NEHC 20601/30601. Islamic Thought and Literature I. (=SOSC 22000) This course covers the period from ca. 600 to 1100, 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. *W. Kadi. Autumn.*

NEHC 20602/30602. Islamic Thought and Literature II. (=SOSC 22100) This course covers the period from ca. 1100 to 1800. We survey Islamic political, social, and cultural development in the eras of the Crusades, the Mongol invasions, and the “gunpowder empires” (e.g., Ottomans, Safavids, Mughals) through the works of Arabic, Persian, and Turkish literature and the art and architecture of selected regions. *F. Lewis. Winter.*

NEHC 20603/30603. Islamic Thought and Literature III. (=SOSC 22200) This course covers the period from ca. 1800 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. *O. Bashkin. Spring.*

SALC 20100-20200. Introduction to the Civilizations of South Asia I, II. (=ANTH 24101-24102, HIST 10800-10900, SASC 20000-20100, SOSC 23000-23100) *PQ: These courses must be taken in sequence. This sequence meets the general education requirement in civilization studies.* This sequence introduces core themes in the formation of culture and society in South Asia before colonialism. The Winter Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe. The Spring 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. *M. Alam, Winter; S. Wilkinson, Spring.*

SOSC 24000-24100. Introduction to Russian Civilization I, II. (=HIST 13900-14000, RUSS 25100-25200) *Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* This two-quarter, interdisciplinary course studies geography, history, literature, economics, law, fine arts, religion, sociology, and agriculture, among other fields, to see how the civilization of Russia has developed and functioned since the ninth century. The first quarter covers the period up to 1801; the second, since 1801. The course has a common lecture by a specialist in the field, usually on a topic about which little is written in English. Two weekly seminar meetings are devoted to discussion of the readings, which integrate the materials from a variety of interdisciplinary perspectives. The course attempts to inculcate an understanding of the separate elements of Russian civilization. Emphasis is placed on discovering indigenous elements of Russian civilization and how they have reacted to the pressures and impact of other civilizations, particularly Byzantine, Mongol-Tataric, and Western. The course also considers problems of the social sciences, such as the way in which the state has dominated society, stratification, patterns of legitimization of the social order, symbols of collective social and cultural identity, the degrees of pluralism in society, and the autonomy an individual has vis-à-vis the social order. Also examined are such problems as the role of the center in directing the periphery and its cultural, political, and economic order; the mechanisms of control over the flow of resources and the social surplus; and processes of innovation and modernization. *This course is offered in alternate years. R. Hellie. Autumn, Winter.*

Civilization Studies Abroad Programs

Students may also meet their civilization studies requirement by participating in one of the College's study abroad programs listed below. For more information about these programs, consult the Study Abroad Programs section of this catalog or visit study-abroad.uchicago.edu.

- SOSC 20800-20900-21000. Rome: Antiquity to Baroque
(Rome, Italy; Autumn)
- SOSC 21300-21400-21500. Western Mediterranean Civilization
(Barcelona, Spain; Winter)
- SOSC 23004-23005-23006. South Asian Civilizations in India
(Pune, India; Autumn)
- SOSC 23701-23702-23703. China in East Asian Civilization
(Beijing, China; Autumn)
- SOSC 24302-24402-24502. Latin American Civilization in Oaxaca
(Oaxaca, Mexico; Winter)
- SOSC 24600-24700-24800. Vienna in Western Civilization
(Vienna, Austria; Autumn)
- SOSC 26600-26700-26800. African Civilization in Africa
(Cape Town, South Africa; Winter)
- SOSC 27500-27600-27700. France in Western Civilization
(Paris, France; Autumn, Winter, Spring)
- SOSC 27501-27601-27701. *Civilisation Européenne*
(Paris, France; Autumn) *PQ: Advanced knowledge of French.*
- SOSC 27800-27900-28000. Greek Antiquity and Its Legacy
(Athens, Greece; Spring)
- SOSC 28851-28852-28853. Jerusalem in Middle Eastern Civilizations
(Jerusalem, Israel; Spring)