

History

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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 29600) 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 any other

courses that are clearly related to the student’s area of interest and have significant historical content or focus. 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 BA Essay Seminar and the BA Essay (HIST 29801 and 29802). 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 interpretation. Students are urged to take courses that introduce significant civilization or chronological breadth. As part of their course work, students are required to do independent research and writing preparatory for and prior to their 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.

Students interested in pursuing graduate study in history are strongly encouraged to take a History Colloquium (HIST 29600) during their second or 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 not only prepare students for writing the BA essay, but also provide students who are planning to begin graduate study the year following graduation with the opportunity to produce a primary source-based writing sample that they can use for their applications.

Courses in the Main Field. The Department of History offers a number of concentration fields that include but are not limited to:

Africa	International
Ancient Mediterranean World	Jewish History
Britain	Latin America
Caribbean and Atlantic World	Middle East
Europe: Medieval	Russia
Europe: Modern	South Asia
History of Science and Medicine	United States

Students may also develop topically defined main fields that cut across the geographical and chronological definitions of the standard main fields. In those cases, the preceptor and undergraduate program coordinator work closely with a student to ensure appropriate focus and breadth in both the main and secondary 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.

Pre-BA Writing Requirement. Students who are majoring in history must complete by the end of their third year an original research paper that is at least fifteen pages in length. Its purpose is to expose students to the methods and practice of historical research and writing prior to enrollment in the BA Essay Seminar. Unlike the BA Essay Seminar, the pre-BA writing requirement is not a separate course with separate credit.

The research paper may be completed in a colloquia or in any history class that is not taken to meet general education requirements, drawing on the framework of that course. The course instructor is available to provide guidance and may accept the research paper in lieu of other written assignments. Students must follow the steps below:

- (1) At the beginning of the quarter, obtain the consent of the course instructor and register with the Undergraduate Program Coordinator.
- (2) During the quarter, attend and participate in at least three meetings with the Undergraduate Program Coordinator.
- (3) By the end of sixth week, submit to the Undergraduate Program Coordinator a one-page proposal and a short, annotated bibliography.
- (4) During finals week (or at the discretion of the course instructor), submit copies of the research paper to the course instructor and the Undergraduate Program Coordinator.

Junior Statement. In the course of their third year, students consult with their preceptors, 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 Monday 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 summer 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 29801/29802) 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 who have selected BA topics by Winter Quarter of their third year are eligible to apply for research funding for summer research. 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, see the Off-Campus Study Programs section elsewhere in this catalog.

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 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

6	courses in the main field
4	electives
2	HIST 29801-29802 (BA Essay Seminar)
12	

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 and 29802 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.

Faculty

F. Albritton Jonsson, G. Alitto, L. Auslander, R. Austen (Emeritus), D. Borges, J. Boyer, M. Bradley, S. Burns, D. Chakrabarty, P. Cheney, K. Conzen, E. Cook, B. Cumings, J. Dailey, C. Fasolt, S. Fitzpatrick, C. Fleischer, R. Fulton, M. Geyer, J. Goldstein, H. Gray (Emerita), A. Green, R. Gutiérrez, J. Hall, N. Harris (Emeritus), T. Holt, R. Jean-Baptiste, A. Johns, W. Kaegi, B. Karl (Emeritus), F. Katz (Emeritus), J. Ketelaar, E. Kouri, J. Lyon, T. Najita (Emeritus), D. Nirenberg, P. Novick (Emeritus), E. Osborn, M. Postone, R. Richards, J. Saville, W. Sewell (Emeritus), J. Sparrow, A. Stanley, C. Stansell, R. Suny (Emeritus), N. Swerdlow, M. Tenorio, B. Wasserstein, A. Winter, J. Woods, T. Zahra

Courses: History (HIST)

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).

10101-10102. Introduction to African Civilization I, II. (=AFAM 20701-20702, ANTH 20701-20702, CHDV 21401 [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.* This year the African Civilization Sequence focuses primarily on the colonial encounter, with some attention, in the second quarter, to everyday life in the contemporary period. The first quarter focuses on West, North, and Central Africa. The second quarter focuses on Eastern and Southern Africa, including Madagascar. We explore various aspects of how the colonial encounter transformed local societies, even as indigenous African social structures profoundly molded and shaped these diverse processes. Topics include the institution of colonial rule, independence movements, ethnicity and interethnic violence, ritual and the body, love, marriage, money, and popular culture. *E. Osborn, Autumn; R. Jean-Baptiste, Winter.*

10800-10900. Introduction to the Civilization of South Asia I, II. (=ANTH 24101-24102, SALC 20100-20200, SASC 20000-20100, SOSC 23000-23100)

PQ: These courses must be taken in sequence. This course meets the general education requirement in civilization studies. This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. 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; R. Majumdar, Spring.*

12700-12800. Music in Western Civilization. (=MUSI 12100-12200, 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. Taking these courses in sequence is recommended but not required. 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.

12700. Music in Western Civilization: To 1750. *A. Robertson. Winter.*

12800. Music in Western Civilization: 1750 to the Present. *Spring.*

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.*

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.*

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.

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.*

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.*

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*.

13900-14000. Introduction to Russian Civilization I, II. (=RUSS 25100-25200, SOSC 24000-24100) *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. Autumn, Winter. Not offered 2010–2011; will be offered 2011–12.*

14400. Japan and the West: Nineteenth Century. (=EALC 14405, JAPN 14405) This course explores the cultural interactions between Japanese and Westerners in the second half of the nineteenth century, the first period of sustained contact and the time in which enduring modes of perception and misperception were formed. We examine travelogues, memoirs, guidebooks, histories, and other works written about Japan by Americans and Europeans, as well as works by Japanese authored for a Western readership. *S. Burns. Autumn.*

15100-15200-15300-15400. Introduction to the Civilizations of East Asia I, II, III, IV. (=EALC 10800-10900-11000, 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.*

15800. Nomads and Fellahin in the Ancient Near East. (=NEAA 20160/30160) Is a social history, a “history from below,” of the Ancient Near East possible? Most ancient texts document only the lives and concerns of a small sphere of élites, who are then the usual subjects of our histories. This course tries to reset the

frame of inquiry around people on the periphery, the other 90 percent of the population. In examining ethnic and social identity, the organization of economic production, and the political order of the state, we develop a clearer picture of the pastoralists, villagers, and tribesmen who maintained (but sometimes radically changed) the apex of the urban social order. *S. Richardson. Autumn.*

16101-16102-16103/36101-36102-36103. Introduction to Latin American Civilization I, II, III. (=ANTH 23101-23102-23103, CRES 16101-16102-16103, LACS 16100-16200-16300/34600-34700-34800, 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 sequence is offered every year. Autumn, Winter, Spring.*

16500. History of Brazil. (=LACS 16500) This course surveys the history of Brazil from 1500 to 2002, with an emphasis on the twentieth century. We raise questions concerning slavery and forms of freedom, the consequences of rapid industrialization and urbanization, meanings of popular culture, and the implications of religious diversity and change. *D. Borges. Spring.*

16700-16800-16900. Ancient Mediterranean World I, II, III. (=CLCV 20700-20800-20900) *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.

16700. Ancient Mediterranean World I. (=CLCV 20700) 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. *Autumn.*

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 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. *Winter.*

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.*

17103. Spoons Full of Sugar: Economic, Political, and Social Repercussions of the Sugar Industry. (=ENST 29105, INST 29105, LACS 29105) This course introduces the political economy of sugar from its evolution as a medicinal treatment for the elite to our daily morning coffee. Students follow sugar's spread around the world and dissect its relationship to slavery, colonialism, and the emerging global market. By the start of the Revolutionary era, sugar was a major world commodity, serving as the underpinning of empires, countries, and the slave trade. Throughout the nineteenth century, new forces emerged attempting to regulate, protect, or challenge its continued dominance as a sweetener and as a major force in the world economy. Students follow sugar through these changes and into the present-day world of cartels, state regulation, global trade agreements, and zero-calorie sweeteners. A central goal of this course is to expose students to the study of a global industry and methods on which academics draw to interpret the industry's effects on the economic, social, and political systems in which it operates. This course requires that students think critically about sources and their interpretations. Students who engage thoroughly with course themes come away with a framework to think about the role of commodities in world history and its future. They are also challenged to gain effective communication and writing skills through discussion and essay assignments. *A. Hughes. Autumn.*

17104. Losing the Farm: Globalization and Food Production in the Twentieth Century. (=ENST 25504) 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. *V. Bivar. Autumn.*

17300-17400-17501 or 17502. Science, Culture, and Society in Western Civilization I, II, III. (=HIPS 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.

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. *A. Johns. Autumn.*

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. *Winter.*

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. *A. Winter. Spring.*

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. *Spring.*

17602. Introduction to Asian/Pacific Islander American History. (=CRES 17602) Looking through a broad interdisciplinary lens, this course examines the trajectory of Asians and Pacific Islanders in America. How did nineteenth- and early-twentieth-century “sojourners” become “citizens?” What constituted the public's shift in perception of Asians from unassimilable alien to ostensible “model minority?” We interrogate not only what it means to have been and to be an Asian in America but also what role Asian Americans have played in striving for a multiracial democracy. Conscious of the tendency to homogenize all Asians in the historical imagination, the course is explicitly comparative, incorporating the diverse and disparate experiences of East, Southeast, and South Asians, as well as Pacific Islanders in America. We also investigate and compare the histories of African Americans, Native Americans, ethnic whites, Latinas/os, and Arab Americans to highlight the Asian American experience. *M. Briones. Spring.*

17805. America in the Twentieth Century. This lecture course provides an introductory survey of major developments in U.S. history during the twentieth

century. Classes follow a political chronology, but major events are examined according to a wide range of perspectives—social, cultural, intellectual, and religious, as well as military, diplomatic, political, and economic. We cover such “big” events as the two world wars, the Great Depression, the wars in Korea and Vietnam, and the search for a post-cold war order after 1989. But we also take time to consider important developments outside of formal politics, such as: immigration; the baby boom; residential mobility from the farm to the city and out to the suburbs; transformative economic developments such as the Great Depression, the postwar boom, stagflation and globalization; technological and organizational transformations in mass production, mass consumption, and telecommunications; shifting roles for scientific and technical experts on a range of issues from birth control and atomic power to the environment; and cultural battles over modernism on the left (e.g., post-modernism) and right (e.g., fundamentalism). Readings include selected primary materials, as well as contemporary historical scholarship, on which students are expected to comment actively during discussion. *J. Sparrow. Spring.*

18301-18302-18303. Colonizations I, II, III. (=ANTH 18301-18302-18303, CRES 24001-24002-24003, 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.*

18700. Early America to 1865. (=LLSO 20603) 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. *E. Cook. Winter.*

19000. The Environment in U.S. History. (=ENST 23600, LLSO 23600) This course examines human engagement with the natural world in what is now the United States. The promise of Edenic bounty, the threat of desolate wilderness, and the temptations of unprecedented affluence have each been seen as crucial to the formation of American identity. We explore the interaction of environmental change with human activities and ideologies that reflect broader themes in American culture. *A. Gugliotta. Winter.*

20005. Colonial African History. (CRES 20005, AFAM 20005) In the late nineteenth century, European powers embarked on an ambitious effort to conquer and occupy the African continent. This course considers the conditions that enabled the European “Scramble for Africa” and the long-lasting consequences

of the project. Primary sources, secondary texts, and fiction will present students with various perspectives on the experiences and effects of colonialism. Case studies will be drawn from French West Africa, Nigeria, South Africa, and Kenya. *E. Osborn. Spring.*

20101/30101. Colonial Autobiography. (=CRES 20101) This lecture course examines selected topics in the African American experience from the slave trade to slavery emancipation. Each lecture focuses on a specific problem of interpretation in African American history, all framed by an overall theme: the “making” of an African American people out of diverse ethnic groups brought together under conditions of extreme oppression; and its corollary, the structural constraints and openings for resistance to that oppression. Readings emphasize primary sources, especially autobiographical materials, supplemented by readings in important secondary sources. *R. Austen. Spring.*

20402/30402. War and Society in Graeco Roman World. (=ANCM 34410, CLCV 24406) This course studies the interplay between warfare and the political, social, and economic structures of the ancient Mediterranean world. We explore such topics as the motivations for and ideology of armed conflict, the relationship between military organization and civic structure, and the impact of hegemonic and imperial expansion on both the conquerors and the conquered. Readings incorporate foundational modern perspectives, but they emphasize ancient sources in translation. *C. Hawkins. Winter.*

20603/30603. Slavery in Ancient Greece and Rome. (=ANCM 39610, CLAS 35210, CLCV 25210, LLSO 24305) While Classical Greece and Rome were among the few civilizations in world history in which slavery permeated all aspects of society, evidence for many aspects of slavery in antiquity is sparse. This course explores slavery in ancient Greece and Rome in its social, cultural, and economic contexts, with particular emphasis on the methodological challenges that arise from the nature of the evidence. Texts in English. *C. Hawkins. Autumn.*

21400/31400. Eighteenth-Century Britain. This lecture/discussion course explores the main political, social, intellectual, economic, and religious developments in Britain from the Glorious Revolution to the Napoleonic wars. Our emphasis is on the relationship between politics and the social order, and on the evolution of modes of political behavior. *E. Cook. Spring.*

21701/31701. Byzantine Empire, 330 to 610. (=CLAS 34306, CLCV 24306) This is a lecture course, with limited discussion, that covers the formation of early Byzantine government, society, and culture. Although this course is a survey of events and changes, including external relations, many of the latest scholarly controversies also receive scrutiny. Discussion topics include relevant archaeology and topography. Readings include some primary sources in translation and examples of modern scholarly interpretations. *W. Kaegi. Autumn.*

21702/31702. Byzantine Empire, 610 to 1025. (=CLAS 34307, CLCV 24307) This is a lecture course, with limited discussion, of the principle developments

with respect to government, society, and culture in the Middle Byzantine Period. Although this course is a survey of events and changes, including external relations, many of the latest scholarly controversies also receive scrutiny. Readings include some primary sources in translation and examples of modern scholarly interpretations. *W. Kaegi. Spring.*

22001/32001. Byzantium and Islam. (=CLAS 34309, CLCV 24309) This lecture/discussion course covers selected Byzantine-Islamic experiences from the emergence of Islam in the seventh century through the middle of the eleventh century. With no single textbook, this course is not a narrative survey. Topics include diplomatic (political), military, economic, cultural, and religious relations that range from subtle influences and adaptations to open polemics. Readings include modern scholarly interpretations and primary source readings. Texts in English. *W. Kaegi. Spring.*

22110. Renaissance Demonology. (=CMLT 27601, ITAL 26500, RLST 26501) This course analyzes the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term “demon” in the Renaissance encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-Platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine’s and Thomas Aquinas’s treatises, some complex exorcisms written in Italy, and a new recent translation of the infamous *Malleus maleficarum*, the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau’s *The Possession at Loudun*. We also study how major Italian and Spanish women mystics, such as Maria Maddalena de’ Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neo-Platonic philosophy is concerned, we read selections from Marsilio Ficino’s *Platonic Theology* and Girolamo Cardano’s mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton’s *Anatomy of Melancholy* and Cervantes’s short story *The Glass Graduate* (*El licenciado Vidriera*). Classes conducted in English. *A. Maggi. Spring.*

22306. Long 18th-Century Finance and Ethics. This course examines how Europeans came to terms with the great financial innovations that redefined the nature of commercial exchange starting with Britain’s Financial Revolution of the late 18th century and continuing through the initial phases of the Industrial Revolution. Combining insights from cultural, economic, legal, and intellectual history, this course charts both innovations in monetary and commercial practices during this period and the rise of new cultural values and attitudes towards trust, failure, self-interest, and risk. Ultimately, it investigates how a new kind of ethical self based on a putatively rational, amoral, promise-keeping agent came to define the modern financial system. *E. Vause. Spring.*

22406. Jewish History and Society II: European Judaism as Minority Diasporic Culture. (=NEHC 20404/30404) 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. *L. Auslander. Winter.*

22203/32203. The Holy Roman Empire, 962 to 1356. 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 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. *J. Lyon. Spring.*

22403. The Crusades and the Medieval West. Current events in the Middle East have led to a resurgence of interest in the Crusades during recent years. The medieval context of these Crusades is often misunderstood today. However, during the twelve and thirteenth centuries the Crusades against the Muslims in the Holy Land were only one component of a much broader crusading movement that captured the imagination of people from across medieval Western Europe. This predominantly lecture-based course introduces the broad range of military and religious endeavors of the High Middle Ages that have earned the label “crusades.” Topics include the Crusades to the Middle East, the Reconquista in Spain, the conquest/conversion of the pagan peoples along the Baltic coast, and the campaigns against heretics in the heartland of Western Europe. *J. Lyon. Winter.*

22900/32900. The Italian Renaissance. This course concentrates on the political environment of Italy in the fourteenth, fifteenth, and early sixteenth centuries and on the evolution of humanism—its ways of thought and its related institutions—during that age. Primary texts are emphasized. *H. Gray. Spring.*

22905/32905. Twentieth-Century Europe. This lecture course provides an introductory survey to European history in the twentieth century. It aims to provide a critical overview of political, economic, social, and cultural developments. Topics include the rise of mass politics and the conflict between Bolshevism and fascism; the causes, experiences, and effects World War I and II in Western and Eastern Europe; the transformation of Eastern Europe’s multinational Empires into nationalizing states; interwar democratization and economic crisis; ethnic cleansing and population displacement; decolonization and the cold war; the challenges of postcolonial migration; transformations in society and economy, including changes in class and gender relations; protest- and new social movements in the 1960s and 1970s; mass culture and

consumption; the collapse of Communism; and European integration at the end of the twentieth century. *T. Zahara. Winter.*

23003/33003. Urban Europe, 1600 to the Present. (=GEOG 23003/33003)

This course examines the growth, structure, and impact of urban Europe from an era of guilds, merchant capitalism, and state-building to the present. Attention goes both to the changing forms and functions of urban systems and to the defining features of different categories of town and city—to the occupational structure, the built environment, the provisioning, the physical and other disamenities, the policing, and so on. Emphasis is on the spatial, the economic, the social, and the political, but consideration is also given to shifting images of urban life, pro and con, and to current thinking about the prospects of urban Europe. *J. Craig. Autumn.*

23310/33310. Animals in the Middle Ages. “Animals,” the anthropologist Claude Lévi-Strauss once famously observed, “are good to think.” They are also good to eat, ride, look at, hunt, train for battle, make things out of, and keep as companions. This course considers the many ways in which medieval Europeans used and thought about animals, from the horses, hawks, and hounds of the hunt to the sheep, cows, chickens, and pigs of the home, as well as the lambs, doves, and lions of Holy Scripture; the talking foxes and cats of the beast fable; and the unicorns and dragons of saints’ lives, bestiaries, and travelers’ tales. Topics include the economic and social importance of animals; the symbolism of animals; animals in law, science, philosophy, and art; and whether animals were believed to have feelings and/or souls. *R. Fulton. Autumn.*

23409/33409. After the Revolution: French Politics and Society, 1815 to 1914. How does a country negotiate the after-effects of a complete revolutionary rupture? Having experienced such a rupture in the Great Revolution of 1789–99 (or, in some accounts, 1789–1815), France continued to live in its shadow throughout the long nineteenth century. This series of lectures and discussions on France between the fall of Napoleon and the First World War, focuses on the problems of political instability (the Revolutions of 1830 and 1848; the resurgence of Bonapartism; the Paris Commune; the weakness of the early Third Republic), social change under the impact of industrialization, and the relationship between the two. Readings include several of the realist novels of the period, which so brilliantly convey its social and political texture. *J. Goldstein. Winter.*

23702/33702. Soviet History Survey. This course is a survey of Soviet history (1917 to 1991) that focuses primarily on Russia but deals also with the non-Russian republics of the USSR. We cover Lenin and the Bolshevik revolution; the cultural and social experimentation of the 1920s; Stalinism, especially collectivization and the Great Purges; the Second World War; the Cold War; Khrushchev’s reforms; the Brezhnev “period of stagnation”; and Gorbachev’s perestroika. *S. Fitzpatrick. Autumn.*

24106/34106. Japanese Thought. (=EALC 24405/34405) *Knowledge of Japanese not required.* Students in this course engage in close readings of primary

works in Japanese philosophy, history, politics, and religion that highlight several key turns in the history of thought in the archipelago. Texts in English and the original; students who can read in primary materials are encouraged to do so. *J. Ketelaar. Spring.*

24202/34202. Class and Inequality in Twentieth-Century China. (=EALC 28800/38800) In the last thirty years, China changed from having one of the most equal income distributions in the world to having one of the most unequal ones. This course looks at the roots of inequality in Maoist developmental strategies that favored the cities over the countryside, at the decline of the socialist working class since the 1990s, the emergence of a new working class composed of migrants and of a new urban bourgeoisie, at the administrative structures and ideologies that support inequality in a nominally socialist state, and at protests by workers, farmers, and other disenfranchised social groups. Texts in English. *J. Eyferth. Spring.*

24402. History and Popular Culture in Japan. (=EALC 24402) This course explores the role of popular culture in producing historical knowledge in contemporary Japan. We use manga, television period dramas, films, documentaries, historical novels, and games to explore specific historical moments and problems. *S. Burns. Winter.*

24500/34500. Reading Qing Documents. (=CHIN 24500/34500) This course is a reading and discussion of historical political documents (e.g., memorials, decrees, local gazetteers, diplomatic communications, essays) from the nineteenth and early twentieth centuries. *G. Alitto. Winter.*

24504/34504. Reading the Revolution: Chinese Social History in Documents. (=EALC 28200/38200) *PQ: Reading knowledge of modern Chinese.* What are the sources for a social history of revolutionary China? What can we learn from the official account, from newspaper articles, and from published speeches? What kind of information can we expect to find in archives? Or in unpublished sources (e.g., letters, diaries)? How useful is oral history, and what are its limitations? What, finally, can we learn from material objects (e.g., clothes, furniture) and from visual representations? We look at language policies and classification systems to understand how the official record was created and how information was channeled, at Western translation series, at official compilations such as the Selections of Historical Materials (wenshi ziliao) and the Four Histories (si shi), and at the functions and limitations of archives. The guiding question of this course is: How can we reconstruct the life experience of “ordinary” people at a time of rapid historical change. *J. Eyferth. Spring.*

24602/34602. Objects of Japanese History. (=ARTH 29504/39504) Students in this course examine the Boone Collection of Japanese objects in the Field Museum as a case study in museum studies and collection research. Assembled in the 1950s by Commander Gilbert and Katherine Boone, the collection includes over 3,500 Japanese objects. Individual objects are examined not only for religious, aesthetic, cultural, and historical issues but also for what they tell of

the collections and of museum and collections studies in general. Methods and texts from both art history and history are used. Students meet with researchers, educators, and administrators from the Field Museum. Study trips to the storage rooms of the Field Museum are made during class time. *J. Ketelaar, C. Foxwell. Spring.*

24605. From Manchuria to Manchukuo: Imperialism and Nationalism in Early Twentieth-Century Northeast Asia. (=EALC 24205) This course looks at the history of Northeast China or Manchuria in the first half of the twentieth century, as it was transformed from contested frontier region preserved as the Qing ruling dynasty's ancestral homeland to Japanese puppet-regime upheld as a modernizing nation-state. Japanese colonialism, whether in the form of railroad construction or military invasion, was the driving force of Manchuria's transformation. However, the scope of this course is not limited to the study of Japanese colonial actors in Manchuria. We also examine the other historical agents, ranging from Russian bandits to Chinese farmers to Korean migrants, who shaped the region's transformation. All readings are in English. *L. Teh. Spring.*

24700/34700. A History of Japanese Religion. (=EALC 24700/34700, JAPN 24700/34700) This course examines select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history. *J. Ketelaar. Winter.*

24703. Women and Work in Twentieth-Century China. (=EALC 28150, GNDR 27703) As most other aspects of women's life, women's work changed dramatically in the twentieth century. For centuries, women's work had been normatively defined as "inside work:" women were supposed to work at home, do household chores, raise children, and produce textiles for home use or sale. However, this did not mean that their work was unimportant: gendered divisions of labor in the household ("men farm, women weave") underpinned the entire social and moral order of late imperial China. Nationalist reformers in the early twentieth century condemned women's work in the patriarchal household as "unproductive" and called for women's participation in paid, public work—something that remained out of reach for most Chinese women until the 1950s. The socialist revolution radically transformed the work of both men and women, though it did not displace deep-seated norms on what counted as male and female work. Work is the central theme of the course, but we also look at marriage, family relations, divorce, and political activism. Texts in English. *J. Eyferth. Winter.*

24905/34905. Darwin's *Origin of Species* and *Descent of Man*. (=CHSS 38400, HIPS 24901, PHIL 23015/33015). This lecture-discussion class focuses on a close reading of Darwin's two classic texts. An initial class or two explores the state of biology prior to Darwin's Beagle voyage and then considers the development of his theories before 1859. Then we turn to his two books. Among the topics of central concern are the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his

ideas and the religious reaction to them; and the social-political consequences of his accomplishment. *R. Richards. Spring.*

25009/35009. Medical Ethics: Who Decides and on What Basis? (=BIOS 29313, BPRO 26210, HIPS 21911, PHIL 21610/31610) *PQ: Third- or fourth-year standing. This course does not meet requirements for the biological science major.* 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. *D. Brudney, J. Lantos, A. Winter. Spring.*

25203/35203. Economic/Social History of Europe, 1700 to 1880. *HIST 25203/35203-25204/35204 may be taken in or out of sequence.* This course examines the causes, characteristics, and effects—economic, social, and otherwise—of the "industrious" and industrial revolutions. We review an array of unresolved debates, among them the so-called Brenner debate and the debates over proto-industrialization, the enclosure movements, the sources of technological innovation, path dependence and diffusion patterns within and across economies, the family economy, the standard of living, the formation of the middle and working classes, the consequences of literacy, and the voluntary initiatives and public policies addressing such social problems as poverty, disease, illegitimacy, and crime. *J. Craig. Winter.*

25204/35204. Economic/Social History of Europe, 1880 to the Present. *HIST 25203/35203-25204/35204 may be taken in or out of sequence.* This course focuses on economic and social problems and debates identified with mature industrialization and the transition to a postindustrial and increasingly integrated Europe. Themes receiving particular attention include the crisis of the old rural order, international factor mobility (including migration), urbanization and "municipal socialism," the rise of the professions and the new middle class, the demographic and schooling transitions, the economic and social impact of business cycles, the world wars, and mass movements, the evolution and so-called crisis of the welfare state, and the social policies of the European Union. *J. Craig. Spring.*

25505. Environment and the Body. (=ENST 28700, HIPS 28601) From the time of the Hippocratic medical text *Airs, Waters, and Places*, the natural and built environments were understood to shape the states and characteristics of human bodies. This connection is evident through many centuries of medical theory and practice, as well as in arguments advanced for the climatic and geographical determination of racial traits. The relationship between the body and the environment became a matter of particularly intense political struggle in nineteenth-century England and has become so again in our own time. This course examines the history of conceptions of the environmental shaping of human bodies with particular attention to nineteenth- and twentieth-century

conflicts over sanitation, disease theories, and poverty, as well as to contemporary debates over toxic contamination and health. *A. Gugliotta. Winter.*

25600/35600. Contemporary Central Asia. (=NEHC 20762/30762, SLAV 20400/30400) This survey course covers the period from approximately 1700 AD to the present. We emphasize the genesis of the modern nations of Central Eurasia, including the post-Soviet republics and adjacent areas in the periphery of Central Eurasia. *K. Arik. Winter.*

25701/35701. North Africa: Late Antiquity to Islam. (=CLAS 30200, CLCV 20200, NEHC 20634/30634) This course examines topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse, and transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations also receive some analysis. Readings are in primary sources and the latest modern scholarship. All work in English. *W. Kaegi. Autumn.*

25704-25804-25904/35704-35804-35904. Islamic History and Society I, II, III. (=NEHC 20501-20502-20503/30501-30502-30503) *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.

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

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

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

25801/35801. Introduction to the History and Culture of Central Asia. (=NEHC 20761/30761, SLAV 20300/30300) This survey course provides an introduction to the linguistic, cultural, and historical backgrounds of the peoples of Central Eurasia. The period covered is approximately 400 BC to 1200 AD, and the methodology draws upon historical anthropology. This course features film presentations and lectures by guest scholars. *This course is offered in alternate years. K. Arik. Winter.*

25901/35901. Radical Islamic Pieties, 1200 to 1600. (=NEHC 20840/30840, RLST 20840) *Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful.* This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. *This course is offered in alternate years. C. Fleischer. Autumn.*

26004/36004. The Arab-Israeli Conflict in Literature and Film. (=JWSC 25903, NEHC 20906/30906) How do historical processes find their expression in culture? What is the relationship between the two? What can we learn about the Arab-Israeli conflict from novels, short stories, poems and films? Covering texts written by Palestinians and Israelis, as well as works produced in Egypt, Syria, Lebanon and the United States, this course attempts to discover the ways in which intellectuals defined their relationship to the “conflict” and how the sociopolitical realities in the Middle East affected their constructions of such term as nation and colonialism. *O. Bashkin. Winter.*

26205/36205. Looking for History: Chronicles of Contemporary Latin America. (=ENGL 22907/42807, LACS 29304/39304, SPAN 29304/39304) This course focuses on twentieth-century Latin American history but also gives attention to the particular style of literary journalism or “chronicles” characteristic of the instructor’s own writings. In other words, this course explores how chroniclers of contemporary Latin American history produce this particular genre. Texts give an overview of the contemporary history of Bolivia, Colombia, Cuba, El Salvador, Mexico, Nicaragua, and Venezuela, with a full course session devoted to chronicles of Che Guevara. All work in English. *A. Guillermoprieto. Autumn.*

26208/36208. History of Gender and Sexuality in Modern Latin America. (=LACS 26208/36208) How did gender relations and sexuality change over time in Latin America? How were they connected with race, ethnicity, and social standing? How did they influence the ways in which working- and middle-class women and men experienced their everyday lives or engaged with revolutionary

movements? These are some of the questions that we discuss in this class, which aims at introducing some of the major themes in the history of gender and sexuality in modern Latin America. Using a diverse selection of primary and secondary sources—including memoirs, pictures, and film clippings—this seminar examines the themes of the “honor code” and its persistence in modern times; feminisms; gendered politics; masculinities; and the making of sexual communities. *V. Manzano. Winter.*

26802. Colonial Rule in South Asia. (=SALC 26708) 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. *D. Chakrabarty. Winter.*

27006. Not Just the Facts: Telling about the American South. This course concerns itself with the various ways people who have striven to understand the American South, past and present, have both uncovered facts about the region and given them life. 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.” *J. Dailey. Spring.*

27015. Catholicism in America. (=RLST 21302) This course examines the history of Catholicism in America from the sixteenth century to the present. After discussing the conquest of America and Catholic missions to Native Americans, we examine Catholic immigration to America, nativist tensions, popular devotionism, Vatican II, and the contemporary American church. *C. Brekus. Spring.*

27113. Saints in the Modern World. (=RLST 20200) How has holiness been constructed in the modern Catholic world in the period since the Reformation and how has this changed from period to period and from place to place? Who decides who was holy and who was not? This course examines what saints do for their communities and how, why, and by whom they are remembered. It also examines the phenomenon of apparitions and asks what its relationship to the cult of saints is. We consider the visionaries themselves, their visions, and how both have been interpreted. *L. Pick. Autumn.*

27200/37200. African American History to 1877. (=CRES 27200/37200, LLSO 26901) This lecture course examines selected topics in the African American experience from the slave trade to slavery emancipation. Each lecture focuses on a specific problem of interpretation in African American history, all framed by an overall theme: the “making” of an African American people out of diverse ethnic groups brought together under conditions of extreme oppression; and its corollary, the structural constraints and openings for resistance to that oppression. Readings emphasize primary sources, especially autobiographical materials, supplemented by readings in important secondary sources. *T. Holt. Autumn.*

27201. Evangelicism in America. (=RLST 21003) This course examines the history of American evangelicalism from its rise in the eighteenth century to the present. Besides discussing evangelical leaders such as Jonathan Edwards, Phoebe Palmer, Dwight Moody, and Billy Graham, we explore popular evangelical beliefs and practices. Topics include conversion, prayer, revivalism, apocalypticism, controversies over science, gender, the rise of Fundamentalism, and the emergence of the Religious Right. *C. Brekus. Winter.*

27202. The Chicago School of Philosophy. *B. Schultz. Winter.*

27300/37300. African American History since 1877. (=CRES 27300/37300, LLSO 28800) This course explores in a comparative framework the historical forces that shaped the work, culture, and political struggles of African American people in the United States from the end of American Reconstruction to the present. *T. Holt. Winter.*

27501/37501. Changing America, 1900 to the Present. (=GEOG 22100/32100) 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 in Illinois and Wisconsin required. *This course is offered in alternate years. M. Conzen. Winter.*

27705/37705. Introduction to Black Chicago, 1893 to 2008. (=AFAM 27305, CRES 27705, LLSO 22210) *A. Green. Spring.*

28000/38000. U.S. Latinos: Origins and Histories. (=CRES 28000, GNDR 28202, LACS 28000/38000) This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. We place particular emphasis on the formative historical experiences of Mexican-Americans and mainland Puerto Ricans, although we give some consideration to the histories of other Latino groups (i.e., Cubans, Central Americans, and Dominicans). Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in U.S. society. *R. Gutierrez. Autumn.*

28201. U.S. Civil War and Reconstruction, 1846 to 1890. (=CRES 28201, LLSO 26908) This course explores the coming, course, and contestation of the outcomes of the U.S. Civil War and the postwar crisis of Reconstruction. *J. Saville. Winter.*

28301/38301. American Political Culture, 1600 to 1820. (=LLSO 20602) This colloquium examines the culture and practice of political participation in early America, with a comparative look at early Modern England. It traces the formation of a deferential, nonpartisan politics in the colonies, and its

replacement in the Revolutionary era with politics that increasingly used political party as a means of democratic participation. *E. Cook. Autumn.*

28402/38402. The United States and the World since 1945. This course explores the place of the United States in the construction of international political, economic, and cultural order since World War II. We give particular attention to examining the origins, shifting character and end of the cold war in an international perspective, the course also aims to broaden the lines of inquiry that have traditionally informed the study of American foreign relations. We do so by considering the nature of transnational linkages between peoples, economies, and ideas; the perspectives of state and non-state actors; and the ways in which culture and ideology at home and abroad shaped American perceptions and policies in the world. Weekly readings and discussions introduce critical primary source materials, as well as important interpretative approaches to key issues in post-1945 American international history. *M. Bradley. Autumn.*

28604. Law and Social Movements in Modern America. (=GNDR 28604, HMRT 28604, LLSO 28604) 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. *J. Dailey. Autumn.*

28704/38704. Race in the Twentieth-Century Atlantic World. (=CRES 28704, JWSC 26400, LLSO 28313) This lecture course introduces the workings of race on both sides of the Atlantic from the turn of the twentieth-century to the present. Topics include the very definition of the term “race”; policies on the naming, gathering and use of statistics on racial categories; the changing uses of race in advertising; how race figures in the politics and practices of reproduction; representations of race in children’s books; race in sports and the media. We explore both relatively autonomous developments within the nation-states composing the Atlantic world, but our main focus is on transfer, connections, and influence across that body of water. Most of the materials assigned are primary sources from films, fiction, poetry, political interventions, posters, advertisements, music, and material culture. Key theoretical essays from the Caribbean, France, England, and the United States are also assigned. *L. Auslander, T. Holt. Spring.*

28705. American Frontiers: The Past As Place. The American frontier experience has provided fuel to an endless number of popular portrayals, from Davy Crockett to Deadwood. This lecture/discussion course seeks to complicate these images of cowboys and cattle trains by examining the social, political, and economic dimensions of the United States’ various frontiers in order to integrate these peripheral places into the larger narrative of American history. Beginning in the seventeenth century and ending with World War I, this course emphasizes the conjunction of place and time in influencing the development of different frontiers, while at the same time examining what factors were common to all American frontiers. Problems to be addressed include geography, technology,

warfare, international politics, and Indigenous/European relations. *S. Gaunt. Winter.*

28800/38800. Historical Geography of the United States. (=GEOG 21900/31900) 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. *This course is offered in alternate years. M. Conzen. Autumn.*

28803. Motherhood as Institution and Historical Practice. (=GNDR 25502) This course examines how motherhood has changed, over time and across centuries, and how feminist scholarship has sought to elucidate the deepest meanings and most exact meanings of motherhood as a social role, primary attachment, and/or form of work. Topics include child-rearing literature, childbirth, the economics of motherhood, mothers and fathers, and mothering in catastrophic conditions. *C. Stansell. Winter.*

28900/38900. Roots of the Modern American City. (=ENST 26100, GEOG 26100/36100) 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. *This course is offered in alternate years. M. Conzen. Autumn.*

28904. Modern History and the Landscape. “The history of the world travels from East to West,” wrote Hegel, who viewed historical change as the product of Spirit’s confrontation with geography. This course examines modern history through the changing relationships of people with their territory. Themes include urbanization, global infrastructure, landscapes of migration, oceanic worlds, and the role of imaginary places in history. Readings include G. W. F. Hegel, Karl Marx, David Harvey, and Walter Benjamin. *J. Guldi. Autumn.*

29301/39301. Human Rights I: Philosophical Foundations of Human Rights. (=HMRT 20100/30100, INRE 31600, LAWS 41200, LLSO 25100, MAPH 40000, PHIL 21700/31600) The aim of this course is to help students think philosophically about human rights. We ask whether human rights has or needs philosophical foundations, what we need such foundations for, and where they might be found. We also ask some questions that tend to generate the search for philosophical foundations: Are human rights universal or merely the product of particular cultures? What kinds of rights (e.g., political, cultural, economic, negative, positive) are human rights? Can there be human rights without human duties? Without universal enforcement? Do the rights we enshrine as human mark only some of us (e.g., men) as human? *M. Lott. Autumn.*

29302/39302. Human Rights II: History and Theory. (=CRES 29302, HMRT 20200/30200, INRE 31700, JWSC 26602, LAWS 41301, LLSO 27100) 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 juxtaposes these Western origins with competing non-Western systems of thought and practices on rights. 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. *M. Geyer. Winter.*

29303/39303. Human Rights III: Contemporary Issues in Human Rights. (=HMRT 20300/30300, INRE 31800, LAWS 78201, LLSO 27200) 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. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health. *S. Gzesh. Spring.*

29306. Problems in the Study of Gender. (=ENGL 10200, GNDR 10100, SOSC 28200) This course addresses the production of particularly gendered norms and practices. Using a variety of historical and theoretical materials, it addresses how sexual difference operates in various contexts (e.g., nation, race, class formation; work, the family, migration, imperialism, postcolonial relations). *L. Auslander, Winter; D. Nelson, Spring.*

29408/394508. Human Rights in Mexico. (=LACS 24501/34501, LAWS 62411, HMRT 24501/34501) *PQ: Reading knowledge of Spanish and prior course on Latin American history or culture.* This course examines human rights in Mexico in the contemporary period. We begin with an exploration of the religious and secular sources of Mexican concepts of human rights. We also explore the contemporary human rights movement through civil society responses to the 1968 massacre of students at Tlatelolco and the 1985 Mexico City earthquake. The second half of the course focuses on contemporary case studies, which may include labor rights, the rights of women and indigenous people, and issues of accountability and impunity. Readings are largely drawn from Mexican sources. *S. Gzesh. Not offered 2010–11; will be offered 2011–12.*

29613. Colloquium: Hyde Park and Chicago’s South Side as Historical Laboratory. (=GEOG 27600) 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 focus on both primary and secondary source

readings, and each participant designs and carries out an original research project. *K. Conzen. Spring.*

29622. History Colloquium: U.S. Women’s History. (=GNDR 29602) This course explores the history of women in the modern United States and its meaning for the world of both sexes. Rather than studying women in isolation, it focuses on changing gender relations and ideologies; on the social, cultural, and political forces shaping women’s lives; and on the implications of race, ethnic, and class differences among women. Topics include the struggle for women’s rights; slavery and emancipation; the politics of sexuality; work; consumer culture; and the rise of the welfare state. Students may do independent research on a subject of their choice. *A. Stanley. Winter.*

29623. History Colloquium: World War II and the Early Cold War in the United States. This undergraduate research colloquium combines close readings of classics works of history, social science, cultural criticism, and political commentary from the 1940s and early 1950s, together with guided research in primary materials from the University’s Special Collections and other Chicago-area archives, to explore major developments in this pivotal period of U.S. history. Readings and research can range widely according to interest. Classes center around discussion, which are intensive, grounded in archival work as well as assigned readings, and focused on a set of problematic related to America’s rise to global power. Approaches to the study of U.S. power consider its various aspects, ranging from political economy and military strategy to ideology, culture, and even political psychology. Assignments culminate in an original research paper that can serve as the pre-BA essay to meet requirements for the Department of History. *J. Sparrow. Winter.*

29700. Readings in History. *PQ: Consent of instructor and undergraduate program coordinator. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*

29801. BA Essay Seminar. *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. *S. Burns. Autumn.*

29802. BA Essay Seminar. *PQ: HIST 29801. 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. *S. Burns. Winter.*

29900. Tolkien: Medieval and Modern. (=FN DL 24901, RLST 22400) *PQ: Prior reading of text.* 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 larger work as both artist and scholar. Themes 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. *R. Fulton. Spring.*