DEPARTMENT OF HISTORY

Chair
- Emilio Kouri

Professors
- Leora Auslander
- John W. Boyer
- Mark P. Bradley
- Dipesh Chakrabarty
- Bruce Cumings
- Constantin Fasolt
- Brodwyn Fischer
- Cornell Fleischer, Near Eastern Languages and Civilizations
- Jan Ellen Goldstein
- Ramón Gutiérrez
- Jonathan Hall
- James Hevia, College
- Thomas Holt
- Adrian D.S. Johns
- Walter E. Kaegi
- James Ketelaar
- Emilio H. Kourí
- David Nirenberg, Committee on Social Thought
- Kenneth Pomeranz
- Moishe Postone, College
- Robert J. Richards
- Christine Stansell
- Mauricio Tenorio
- Alison Winter
- John E. Woods
- Tara Zahra

Associate Professors
- Fredrik Albritton Jonsson
- Guy S. Alitto
- Dain Borges
- Matthew Briones
- Susan Burns
- Paul Cheney
- Jane Dailey
• Jacob Eyferth, East Asian Languages and Civilizations
• Rachel Fulton Brown
• Adam Green
• Jonathan Lyon
• Emily Osborn
• Julie Saville
• James Sparrow
• Amy Dru Stanley

Assistant Professors
• Eleanor Gilburd
• Cameron Hawkins
• Faith Hillis
• Amy Lippert
• Ada Palmer
• Johanna Ransmeier
• Michael Rossi

Associate Faculty
• Muzaffar Alam, South Asian Languages and Civilizations
• Michael Allen, Classics
• Clifford Ando, Classics
• Catherine Brekus, Divinity School
• Alain Bresson, Classics
• John Craig, Social Sciences Division
• Fred Donner, Near Eastern Languages and Civilizations
• Robert W. Fogel, Graduate School of Business
• R.H. Helmholtz, Law School
• Dennis Hutchinson, Master New Collegiate Division
• Rochona Majumdar, South Asian Languages and Civilizations
• Paul Mendes Flohr, Divinity School
• John F. Padgett, Political Science
• Lucy Pick, Divinity School
• A. Holly Shissler, Near East Languages
• Jacqueline Feke, College
• Corey Tazzara, College

Emeritus Faculty
• Ralph A. Austen
• Kathleen Neils Conzen
• Edward Cook
• Prasenjit Duara
From its 1892 establishment as one of the founding departments of the University of Chicago, the History Department has fostered programs leading to the Ph.D. degree in a broad range of fields. Theoretically sophisticated comparative and interdisciplinary approaches are a hallmark of our program. Along with graduate fields organized by traditional regional, national, and chronological boundaries (African, Ancient Greek and Roman, British, Byzantine, Caribbean Atlantic, Chinese, Early Modern and Modern European, French, Iranian and Central Asian, Islamic and Ottoman, Japanese, Latin American, Medieval, Modern Middle Eastern, Modern Jewish, Russian/Soviet, South Asian, United States), the Department offers a comprehensive range of interdisciplinary, theoretical, and comparative fields of study. Included are such fields as cultural studies in history, intellectual history, legal history, race and ethnicity, gender and sexuality, modern international history, social practices, and the history of science and medicine.

The History Department expects to welcome about twenty to twenty-five new graduate students each year. They are broadly distributed by field and backgrounds. Faculty members work in close concert with students in the small graduate seminars, colloquia, and tutorials that form the core of advanced training at Chicago. It is here, in intense interaction with faculty and fellow students, that individual interests and the professional skills of the historian are honed. As in any history program, a student is expected to learn to read critically, to search out and analyze primary materials with skill, and to write with rigor. At Chicago, we also expect that students will demonstrate through their own creativity a significant advancement in the field itself.

Students are strongly encouraged to take courses outside of History and to compose one of their three oral fields in a comparative or theoretical discipline. There are extensive opportunities to develop ancillary fields with faculty in other social science and humanities programs, and in the University’s professional schools of Business, Divinity, Law, Medicine, Public Policy, and Social Service.
Administration. Through consortia arrangements, students can also supplement their Chicago studies with work at Stanford, Berkeley, or any of the Ivy League or Big Ten Midwestern universities, where they can earn credit for courses while registered at the University of Chicago.

Central to our program are interdisciplinary workshops and special conferences that bring together students and faculty from throughout the University for intellectual exchange. Some recent workshops involving Department members include African Studies, Early Modern, East Asia Gender and Sexuality Studies, History of the Human Sciences, Human Rights, Interdisciplinary Approaches to Modern France, Late Antiquity and Byzantium, Latin American History, Medieval Studies, Middle East History and Theory, Modern European History, Paris Center, Race and Religion, Reproduction of Race and Racial Ideologies, Russian Studies, and Social History. Workshops insure dissertation writing students a supportive intellectual community within which both students and faculty are able to present and comment upon research in progress.

For more detailed information on History Department faculty and the graduate program, please visit the Department’s website at http://history.uchicago.edu/.

**ADMISSION**

Requirements for admission are:

1. The degree of Bachelor of Arts or its equivalent
2. A distinguished undergraduate record
3. High competence in foreign language

Four parts of the application are critically important: the student's academic record, letters of recommendation submitted by persons able to describe the student's achievements and promise, a significant example of the student's work, (bachelor’s essay, master's thesis, research or course paper) and, finally, the student’s statement of purpose which describes the intellectual issues and historical subjects to be explored at the University of Chicago. Although many graduate students change their focus in the course of their studies, it is helpful to have the clearest possible idea of applicants' interests and any research experience to date.

In addition, applicants are required to submit Graduate Record Examination aptitude scores that are not more than five years old (the History subject test is not required). It is advisable, especially for aid applicants, to take the GRE no later than October so that scores will arrive on time. Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

**INFORMATION ON HOW TO APPLY**

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/
Questions pertaining to admissions and aid should be directed to admissions@ssd.uchicago.edu or (773) 702-8415. Most of the documents needed for the application can be uploaded through the online application. Any additional correspondence and materials sent in support of applications should be mailed to:

The University of Chicago
Division of the Social Sciences
Office of Admissions
1130 East 59th Street, Room 107
Chicago, IL 60637

PROGRAM FOR THE FIRST YEAR

Normal registration the first year is eight graded courses. Among the eight courses taken, the curriculum for the first year prescribes:

1. a two quarter seminar
2. a Historiography course
3. five other courses, including two in an area outside their major field

These courses are taken for letter grades and must be completed by the end of the spring quarter. Students receive the master’s degree upon completing the first year curriculum.

Students are also required to take a foreign language reading examination during their first term. Students are required to secure a high pass on one University of Chicago Office of Test Administration foreign language reading examination in their first year. Each field will specify the language(s) to be used and the degree of proficiency required if beyond the minimum results mentioned above. The fields will also determine whether students have met the requisite standards.

Near the end of the spring quarter a faculty committee will decide whether a student is qualified to proceed toward the Ph.D. degree. Evidence for the judgment will be:

1. Evaluation of the seminar paper
2. Autumn and winter quarter course grades
3. A high pass in a foreign language reading examination

AFTER THE FIRST YEAR

Students who are recommended for the Ph.D. continue their formal study and will be expected to complete another year of graded course work including another graded seminar, unless they petition for credit for previous graduate work. The Ph.D. field examination is taken during the third year. Students are examined in three Ph.D. fields in a two hour oral examination. Within two quarters of passing the field examination, the student presents the dissertation proposal at a formal public hearing such as a workshop, and it must be approved by the dissertation committee. The student is then admitted to candidacy for the doctoral degree after the hearing.
PRE-DISSERTATION FELLOWSHIPS

The Freehling, Kunstadter, and Sinkler families and friends have made funds available for summer research fellowships, averaging about $2,000, to support travel to archival collections. Two Eric Cochrane Traveling Fellowships of $3,000 each are awarded annually to assist graduate students in western European history in making a summer research trip to Europe. The Arthur Mann Fellowship was created to award an Americanist in summer research. Other fellowships may be available each year. Awards of up to $300 for travel to present papers at scholarly conferences are available.

WORK ON THE DISSERTATION

Following approval of the dissertation proposal and subsequent admission to candidacy for the Ph.D. degree, students are expected to devote their time to dissertation research. Each year the Division of Social Sciences and the department awards a number of dissertation write up fellowships. Formal defense of the completed dissertation, written with the guidance of a three or four member dissertation committee, concludes the degree requirements. All requirements for the Ph.D. degree including the final defense must be completed within ten calendar years from the date of matriculation, although many students graduate in six to eight years.

TEACHING OPPORTUNITIES

Teaching is required for students in the Ph.D. program. Students serve as assistants and lecturers in introductory History courses, Social Sciences and Humanities core sequences, the College writing program, and various civilizations sequences. The History Department’s von Holst Prize Lectureships permit three students to design undergraduate courses centered on their dissertation research. The students who receive the Bessie L. Pierce Prize Preceptorship Award guide third and fourth year History undergraduates in A.B. essay seminars. Students acquire initial teaching experience through an internship program in which they assist faculty with the design, teaching, and grading of courses. Numerous students also gain valuable college teaching experience in other Chicago area institutions.

COURSES

The department website offers descriptions of graduate courses scheduled for the current academic year: http://history.uchicago.edu/page/graduate-courses
HISTORY COURSES

HIST 30303. Archaic Greece. 100 Units.
In order to understand the institutions, ideals, and practices that characterized Greek city-states in the Classical period, it is necessary to look to their genesis and evolution during the preceding Archaic period (ca. 700–480 BC). This course will examine the emergence and early development of the Greek city-states through a consideration of ancient written sources, inscriptions, material artifacts, and artistic representations as well as more recent secondary treatments of the period. General topics to be covered will include periodization, the rise of the polis, religion, warfare, the advent and uses of literacy, tyranny, and the emergence of civic ideology.
Instructor(s): J. Hall Terms Offered: Autumn
Equivalent Course(s): HIST 20303, CLCV 27506, ANCM 27506, CLAS 37506

HIST 30403. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes’ *Frogs*, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22400, GREK 32400, HIST 20403

HIST 30803. Aristophanes’ Athens. 100 Units.
This course will focus on nine of Aristophanes’ plays in translation (*Acharnians; Wasps; Clouds; Peace; Birds; Lysistrata; Thesmophoriazousai; Frogs; and Ploutos*) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): ANCM 33900, CLAS 33608, CLCV 23608, FNDL 23608, HIST 20803

HIST 31006. The Present Past in Greece since 1769. 100 Units.
This discussion-based course will explore how conceptions of the ancient past have been mobilized and imagined in the political, social, and cultural discourses of modern Greece from the lead up to the War of Independence through to the present day. Among the themes that will be addressed are ethnicity and nationalism; theories of history; the production of archaeological knowledge; and the politics of display.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 21006, CLCV 21915, ANCM 31915, CLAS 31915
HIST 31703. Byzantine Empire, 1025 to 1453. 100 Units.
Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the Papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*, D. M. Nicol, *Last Centuries of Byzantium*, and the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a ten-page paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 21703, ANCM 36700, NEHC 20507, NEHC 30507

HIST 32111. Mary and Mariology. 100 Units.
More than a saint but less than God, no figure of Christian devotion other than Jesus Christ has inspired as much piety or excited as much controversy as the Virgin Mother of God. In this course, we will study the development of the Virgin Mary’s image and cult from her descriptions in the Gospels through the modern papal definitions of Marian dogma so as to come to some understanding how and why this woman “about whom the Gospels say so little” has become a figure of such popular and theological significance. We will consider both the medieval flowering of her cult and its dismantling, transformation, transmission, and reinvention in the centuries since.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Equivalent Course(s): HIST 22111, RLST 22111, HCHR 32111

HIST 32115. Carolingian Renaissance. 100 Units.
The Carolingian Renaissance flowered thanks to the leadership of a new royal (AD 751) and then (from Christmas 800) imperial dynasty. Expansive political and cultural initiatives reshaped Europe into a distinct space, not least, though paradoxically, through its fragmentation after AD 843. We shall study the actors and trends at play, the important role of Classical models and Latin book culture, and consider the relevant sources in all their physical, textual, and imaginative variety.
Instructor(s): M. Allen Terms Offered: Winter
Equivalent Course(s): CLCV 22115, CLAS 32115, HIST 22115, RLST 21610

HIST 32505. Modern Britain, 1688 to 1901. 100 Units.
This upper level survey course considers the vexed question of Britain’s modernity. Why and how did this island nation on the periphery of Europe evolve into the first industrial nation and a global empire? Through primary sources and case studies we will track the transformation of British society between the Glorious Revolution and the death of Queen Victoria. Major themes include state building, empire, environment, political economy, industrialization, and class formation. Readings will include texts by Pincus, Brewer, Thompson, and Wrigley.
Instructor(s): F. Albritton Johnsson Terms Offered: Spring
Equivalent Course(s): HIST 22505

HIST 33302-33305. Europe, 1815 to 1914; Europe, 1660-1815.
HIST 33302. Europe, 1815 to 1914. 100 Units.
This course surveys the history of Europe from the era of its greatest hegemony in the world to the eve of World War I. Themes considered include industrialization; the revolutions of 1848; the formation and consolidation of modern nation-states; the rise and travails of political liberalism and laissez faire; the spread of socialism in its various guises; international rivalries, alliances, and imperialism; and the causes, character, and effects of World War I. Instructor(s): J. Craig Terms Offered: Autumn
Prerequisite(s): Open to first-year students.
Equivalent Course(s): HIST 23302

HIST 33305. Europe, 1660-1815. 100 Units.
This is the first installment of a three-quarter sequence (HIST 23305, HIST 23302, HIST 23306), which offers a general introduction to the processes and events that constituted the passage to modernity in Europe: monarchical absolutism as a means to state-building on the Continent and its parliamentary alternative in Britain; the intellectual and cultural transformations effected by the Enlightenment, including the creation of a liberal public sphere; the French Revolution and its pan-European implications; the rise of the laissez-faire market and the Industrial Revolution; the emergence of feminism and socialism. The course will be conducted primarily by means of lectures. Readings will include both primary and secondary sources. Instructor(s): J. Goldstein Terms Offered: Autumn
Note(s): Only offered at the undergraduate level in 2013/2014
Equivalent Course(s): HIST 23305

HIST 33306. Europe, 1914 to Present. 100 Units.
This lecture course will provide 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 covered will include the rise of mass politics and the conflict between Bolshevism and fascism; the causes, experiences, and effects of the First and Second World Wars 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; new social and protest movements in the 1960s and 1970s; mass culture and consumption; the collapse of Communism; and European integration at the end of the twentieth century. Instructor(s): T. Zahra Terms Offered: Winter
Equivalent Course(s): HIST 23306
HIST 33410. Jewish Spaces and Places, Real and Imagined. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures—synagogues, ritual baths, schools, kosher (and kosher-style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes, museums and memorials—but also texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. This is a limited-enrollment, discussion-based course in which both undergraduates and graduate students are welcome. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander
Equivalent Course(s): HIST 23410

HIST 33413. The Holocaust Object. 100 Units.
What is the role of ordinary everyday things in the extraordinary time of war and genocide? In this multidisciplinary course, we explore and reconstruct the often overlooked, yet meaningful connections between humans and everyday things during and after WWII. Arguing for their interdependence and symmetry, we read narratives which foreground things and represent various Holocaust artifacts and material remnants. We analyze them as a source of support for their owners/users and in various processes of control, dispossession, and accretion. Next, we ask how the post-Holocaust matter and things—ranging from infrastructure to detritus—deliver their ‘testimonies’ and serve as tools of remembrance through museum displays and documentary accounts. To study representational strategies, we engage a textual and visual reading of museum narrations and fiction writings; to tackle with demands of preservation we apply a neo-materialist approach to analyze the diminishing post-Holocaust material world through the prism of authenticity. By engaging these discourses the course tracks the impact of ever evolving memory politics and ideologies on the Holocaust remnants understood here as both the (post)human and material. The course will also equip students with critical tools for future research in the Holocaust studies and thing theory, as well as with texts constituting the Holocaust literary canon.
Instructor(s): B. Shallcross Terms Offered: Spring
Note(s): No knowledge of Polish or German is required.
Equivalent Course(s): ANTH 23910, ANTH 35035, HIST 23413, REES 27019, REES 37019, JWSC 29500
HIST 33516. Medieval Masculinity. 100 Units.
This course will introduce students to concepts of masculinity in the Middle Ages, especially in the period between approximately 1,000 and 1,500 CE. Special attention will be paid to medieval notions of honor and to the roles that knighthood, chivalry, and monasticism played in promoting (often contradictory) masculine ideals. The course has two main goals. First, to assess and discuss recent scholarly debates and arguments about medieval masculinity. Second, to read closely a variety of medieval sources—including Arthurian literature, chronicles of the Crusades, biographical texts, and monastic histories—in order to develop new perspectives on masculinity during the Middle Ages.
Instructor(s): J. Lyon Terms Offered: Winter
Equivalent Course(s): HIST 23516, GNSE 23516, GNSE 33516

HIST 33706. The Soviet Union. 100 Units.
This lecture course surveys the making and unmaking of the Soviet Union as a society, culture, economy, superpower, and empire from 1917 to 1991. The Soviet Union began as an unprecedented radical experiment in remaking society and economy, ethnic and gender relations, personal identities, even human nature, but in the course of its history, it came to resemble other (capitalist) societies, sharing, in turn, their violence, welfare provisions, and consumerism. The story of this transformation—from being unique and exhilarating to being much like everyone else, only poorer and more drab—will be at the center of our exploration. The main themes of the course include social and cultural revolutions; ideology and the role of Marxism; political violence from the birth of the socialist state to the end of the Stalin terror; origins, practices, aesthetics, legacies, and critiques of Stalinism; law, dissent, and human rights; nationality policies and the role of ethnic minorities; the economy of shortages and the material culture it created; institutions of daily life (communal apartments, courtyards, peasant markets, dachas, and boiler rooms); socialist realism and the Soviet dreamworld.
Instructor(s): E. Gilburd Terms Offered: Spring
Equivalent Course(s): HIST 23706, REES 23706, REES 33706

HIST 34112. Early Modern Japanese History. 100 Units.
This course introduces the basic narrative and critical discourses of the history of early modern Japan, roughly from 1500 to 1868. The course examines the emergence of the central power that unified feudal domains and explores processes of social, cultural, and political changes that transformed Japan into a "realm under Heaven." Some scholars consider early modern Japan as the source of an indigenous birth of capitalism, industrialism, and also of Japan’s current economic vitality, while others see a bleak age of feudal oppression and isolation. We will explore both sides of the debate and examine the age of many contradictions.
Instructor(s): N. Toyosawa Terms Offered: Spring
Equivalent Course(s): EALC 39900, HIST 24112, EALC 19900
HIST 34206. Medicine and Culture in Modern East Asia. 100 Units.
This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine; the struggles over public health, gender, medicine, and modernity; consumer culture; and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): HIST 24206, EALC 26201, EALC 36201

HIST 34500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 24500, EALC 24500, EALC 34500

HIST 34608. Frontiers and Expansion in Modern China. 100 Units.
A study of frontier regions, migration, and border policies in Qing (1644–1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration. Assignments for undergraduates are two short papers, a midterm (which can be waived under certain circumstances), a final, and class participation; requirements for graduate students are negotiable, but will include roughly twenty pages of writing and no in-class exams.
Instructor(s): K. Pomeranz Terms Offered: Spring
Equivalent Course(s): EALC 24708, EALC 34708, HIST 24608

HIST 34708. Japanese History in Transition: Rupture and Continuity. 100 Units.
This seminar focuses on the development of the idea of common knowledge and common values that were shared by ordinary people from the mid-Tokugawa to the early Meiji eras. While intellectuals shaped the growth of the reading public in the Tokugawa era and the public in the Meiji era, we will also consider how ordinary people participated in defining such intellectual activities and shaped their own cultural expressions. By extending our analyses of print culture to the early Meiji era, we will comparatively explore ways in which the circulation of knowledge and information strengthened sociability, while enriching popular interests in the notions of freedom and political rights. Prior knowledge of Japanese history is recommended.
Terms Offered: Spring
Equivalent Course(s): EALC 49904, HIST 24708, EALC 29904
HIST 35110. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (II) (V)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIPS 25110, CHSS 35110, PHIL 20506, PHIL 30506, HIST 25110

HIST 35300. American Revolution, 1763 to 1789. 100 Units.
This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution-making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.
Instructor(s): E. Cook Terms Offered: Winter
Equivalent Course(s): HIST 25300, LLSO 20601

HIST 35415. History of Information. 100 Units.
"Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 35415, LLSO 23501, HIPS 25415, HIST 25415
HIST 35416. History of Technology in America. 100 Units.
From the very earliest days of the United States, science and technology have played a fundamental role in how Americans think of themselves and their communities. This course examines the entwined histories of technology and American culture between two especially dramatic periods of techno-scientific transformation: from the industrial push following the end of the Civil War to the "revolution" in genomics and informatics that characterizes our present age. From railroads, telegraphs, and telephones which drew distant towns into tight-knit networks; to electrical marvels which engendered new forms of consumption and socialization; to the wonders and perils of atomic power, space flight, and genetic engineering, different groups of Americans have wrestled with questions of community, identity, ideology and politics through and with products of technological innovation. In the course of investigating these and other topics, students will examine a variety of primary and secondary sources; and will be expected to write weekly response papers and two short research papers.
Instructor(s): M. Rossi Terms Offered: Spring
Equivalent Course(s): HIST 25416

HIST 35704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 25704, ISLM 30500, NEHC 30501, RLST 20501, NEHC 20501

HIST 35804-35904. Islamic History and Society II; Islamic History and Society-III: The Modern Middle East.

HIST 35804. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 30502, HIST 25804, ISLM 30600, NEHC 20502
HIST 35904. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503, HIST 25904, ISLM 30700, NEHC 20503

HIST 35904. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503, HIST 25904, ISLM 30700, NEHC 20503

HIST 36101. Introduction to Latin American Civilization I. 100 Units.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, CRES 16101, HIST 16101, LACS 34600, SOSC 26100, LACS 16100

HIST 36102-36103. Introduction to Latin American Civilization II-III.

HIST 36102. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 16102, LACS 34700, SOSC 26200
HIST 36103. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 16103, LACS 34800, SOSC 26300

HIST 36122. Argentine Histories. 100 Units.
This seminar introduces students to current scholarship on modern Argentina, with an emphasis on the 20th century but drawing also on cutting-edge literature from the 19th to understand long-term processes. The themes are diverse: the links between Argentina and global history; social classes, economic regions, and political regimes; urban and domestic spaces; the gendered nature of politics; the history of the state and its elites; the anthropology and economics of food and music; the forms of remembering; human rights; sexual identities; and of course football and psychoanalysis. All revolving around the production of, and the challenges to, Argentina’s egalitarian ethos.
Instructor(s): P. Palomino Terms Offered: Spring
Equivalent Course(s): LACS 34705, HIST 26122, LACS 24705

HIST 36217. Public history & the Memory of Slavery in Brazil and the U.S. 100 Units.
This course will address the contemporary discussion about public history and the memory of slavery in Brazil and the United States. Like the United States, Brazil declared its independence without abolishing slavery. Unlike citizens of the US, however, Brazilians constructed their notions of citizenship and nationality in a context in which racial identities were only loosely demarcated. In the nineteenth century, Brazil was the country with the largest number of Africans and the largest number of free Afro-descendants in the Americas. It also underwent an unprecedented period of economic growth, based in the coffee economy and slave labor. This growth did not, however, lead to an industrial transformation comparable to that of the US during the same period. This course will examine the paradoxes on the history of slavery and abolition in Brazil and the United States, exploring the ways in which both countries deal with their past in the present. Built on historical scholarship, movies (documentaries and historical motion pictures), digital projects and museum exhibits, this course aims to discuss the public role of historians and of historical research in new approaches about the public memory of slavery in Brazil and the United States.
Instructor(s): Keila Grinberg, Tinker Visiting Professor in History Terms Offered: Winter
Equivalent Course(s): CRES 35107, CRES 25107, HIST 26217, LACS 35107
HIST 36411. Literature and History in the Ibero and Ibero-American World. 100 Units.
The course will explores the relations between literature writing (novels, short stories, poetry, essays) and history writing in the Ibero and Ibero-American world, from the 1800s to the 1970s. The focus will be on Spain, Portugal, Brazil, Mexico, Rio de la Plata, and Cuba. The course will deal with historical prose in its own language broth and with literature both as form of and evidence for history. Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory. Instructor(s): M. Tenorio Terms Offered: Winter Equivalent Course(s): LACS 26411, LACS 36411, HIST 26411

HIST 36415. Language, History, and Nation in Latin America. 100 Units.
Since the 1980s the so-called linguistic turn became a cliché in history writing. As a result, cultural history became hegemonic in the discipline, and such words as "discourse," "representation," "meaning," and "rhetoric" became common currency for historians. But has language really become a category of historical analysis in the formation of culture, nation, and state in Latin America? This seminar is organized as an exploratory forum, blending historiographies that do not often talk to each other, in order address the questions. Instructor(s): M. Tenorio Terms Offered: Autumn Prerequisite(s): Open to graduate students & upper-level undergraduates. Equivalent Course(s): LACS 26415, LACS 36415, HIST 26415

HIST 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism and social inequality; political reforms and electoral democracy; the zapatista rebellion in Chiapas; and the end of PRI rule. Instructor(s): E. Kourí Terms Offered: Autumn Equivalent Course(s): CRES 26500, LACS 26500, LACS 36500, CRES 36500, LLSO 26500, HIST 26500

HIST 36602. Mughal India: Tradition and Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades. Instructor(s): M. Alam Terms Offered: Autumn Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required. Equivalent Course(s): SALC 27701, HIST 26602, SALC 37701
HIST 36609. The Revolutionary Indian in a Global Context. 100 Units.
The significance of political revolutionaries in shaping the history of Indian anticolonialism is indisputable, and, yet, it is difficult to describe a singular "Indian revolutionary tradition." During this course, which will survey the half century before independence in 1947, we will explore a variety of radical or revolutionary politics, searching as much for intellectual disjuncture as commonalities. We will focus on reading personal narratives that demonstrate the ways in which key figures thought and wrote about their journeys towards a political identity—reading, for instance, M. K. Gandhi’s revolt against history and liberalism, *Hind Swaraj*; Lala Har Dayal’s memoirs of his world-crossing revolutionary circuits; and the young revolutionary self that emerges from Bhagat Singh’s *Jail Notebook*. We will pay attention throughout to themes of violence, travel, and the oftentimes ambivalent relationship of revolutionaries to the nation. We will complement our focus on texts with reflection on the importance of images of the revolutionary and the nature of popular memory in the Indian context.
Instructor(s): F. Zaman Terms Offered: Spring
Equivalent Course(s): SALC 26709,HIST 26609

HIST 37012. Histories of Violence in the United States. 100 Units.
How does violence change life stories and national narratives? How can a nation remember and retell obscured histories of violence, reconcile past violence, and resist future violence? What does it mean that lynching emerged at the same moment as the Bill of Rights and that certain kinds of violence have been central to American identity? The story of the United States is built on the inclusion or omission of violence: from the genocide of Native Americans to slavery to imperial conquest, from the "private" pain of women to the nationalized pain of soldiers. This course brings violence to the center of US history. Moving from early America to the present, we will discuss these overlapping stories in terms of their visibility and invisibility, addressing questions of representation and the haunting function of traumatic experience. Following an emerging subfield of scholarship in histories of violence, this course examines narrative, archival, and political issues around studying, teaching, and writing such stories. The final project emphasizes public history.
Instructor(s): K. Belew Terms Offered: Autumn
Prerequisite(s): Basic working knowledge of US history or be prepared to do extra reading.
Equivalent Course(s): AMER 27012,AMER 37012,HIST 27012
HIST 37506. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 22100, GEOG 32100, HIST 27506

HIST 37605. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 27605, CRES 27605, GNSE 27605, HMRT 27061, LLSO 28010, CRES 37605, GNSE 37605, HMRT 37605, HIST 27605

HIST 37900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): HIST 27900, CRES 27900, EALC 27907, EALC 37907

HIST 38000. United States Latinos: Origins and Histories. 100 Units.
An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given 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 US society.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): HIST 28000, AMER 28001, CRES 28000, GNSE 28202, LACS 28000, LACS 38000
HIST 38406. Nineteenth-Century Segment of the United States History Survey. 100 Units.
The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic; the robber barons and newfound workers’ unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated the best ways to make their revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the implications of Iraq War and its aftermath, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African American president, we have to revisit the nation’s long history of slavery, racism, and segregation. The immigration policy issues covered ad nauseam on the cable news channels have their roots in the ebbs and flows of global migrations that began over a century and a half ago. The American feminist movement for equal rights and opportunities began in the nineteenth century; yet in 2008, US women still earned only 77 cents on the male dollar, and in 2011, more than 40 percent of households headed by women lived in poverty. Returning to the contentious (and ongoing) history of Anglo-Indian relations is an essential component of contextualizing today’s sobering statistics, when some reservations face unemployment rates of up to 80 percent, and one quarter of all Native Americans live in poverty. Course requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 28406,AMER 28406,AMER 38406,CRES 28406,CRES 38406,GNSE 28406,GNSE 38406,LLSO 28406

HIST 38800. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 21900,GEOG 31900,HIST 28800

HIST 38900. Roots of the Modern American City. 100 Units.
This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100,ENST 26100,GEOG 36100,HIST 28900
HIST 39301. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): HMRT 30100,PHIL 21700,PHIL 31600,HIST 29301,INRE 31600,LAWS 41200,MAPH 40000,LLSO 25100,HMRT 20100

HIST 39302. Human Rights II: History and Theory. 100 Units.
This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.
Instructor(s): To be announced Terms Offered: Winter 2016
Equivalent Course(s): HMRT 20200,CRES 29302,HIST 29302,HMRT 30200,INRE 31700,LAWS 41301,LLSO 27100

HIST 39303. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
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, women’s rights as human rights, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2015
Equivalent Course(s): HMRT 20300,HMRT 30300,HIST 29303,INRE 31800,LAWS 78201,LLSO 27200
HIST 39408. Human Rights in Mexico. 100 Units.
This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.
Instructor(s): S. Gzesh Terms Offered: Winter 2016
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HMRT 34501, LACS 24501, LACS 34501, HIST 29408, HMRT 24501

HIST 39514. Rise of the Modern Corporation. 100 Units.
This course examines the history of the corporation from the early modern period to the present, focusing upon the United States. Topics include resemblances and relationships between corporations and states; dynamics among for-profit and nonprofit corporations; corporate cultures and corporate workplaces; the legal construction of corporate personhood; workers, managers, entrepreneurs, and financiers in corporate governance; globalization and the emergence of the multinational corporation.
Instructor(s): J. Levy Terms Offered: Spring
Note(s): Admission by consent of instructor.
Equivalent Course(s): LLSO 29514, HIST 29514

HIST 39661. History Colloquium: Digital Humanities/Digital History. 100 Units.
This course will be an interdisciplinary introduction to digital humanities broadly writ with an emphasis on literary and historical developments over long periods of time (longue durée), and across large textual, cultural, and archival databases. Questions we will address include how do we constitute and navigate these collections? How do we conceive of digital tools in ways that speak to humanists and humanistic social scientists? How do we incorporate these tools and approaches into discursive argumentation and other traditional humanistic and historical modes of inquiry. No technical background is required, but basic computer skills and reading knowledge of French would be welcome. History concentrators may direct their coursework in this class toward the completion of a pre-BA essay for the major using primary sources.
Instructor(s): C. Gladstone, R. Morrissey, J. Sparrow Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.
Equivalent Course(s): BPRO 29660, FREN 29661, FREN 39661, HIST 29661
HIST 40200. Case Studies on the Formation of Knowledge-I. 100 Units.
MODULE 1: APPROACHES TO KNOWLEDGE (SBZ, JG) The goal of this module is to identify central issues/debates in the theory of knowledge over the past century. Students will be introduced to issues in the sociology of knowledge, to arguments against constructivist perspectives and to 21st century scientific standards for knowledge production. MODULE 2: DEMOCRATIC KNOWLEDGE (SBZ, WH) This module offers a variation on studies of the epistemic powers of democracy. Instead of asking questions such as how effective democracies are at gathering the knowledge they need to function, the module looks at what forms of knowledge democracies need to assume—for example, the validity of decisions taken by the many—in order to justify their own existence as a (“superior”) form of government. MODULE 3: PROGRESS BACKWARDNESS (CA, JP) Developmental thinking has been central to the European study of society. In the wake of the encounter with the New World increasing global commercial and imperial connections, the concepts of civilization and progress have been twinned with accounts of savagery, barbarism, backwardness. Much of modern social science originated in efforts in the late 19th century to understand what had made western Europe’s path of economic development unique. This module explores theories of progress modernization from Scottish Enlightenment stadial theories through liberal and Marxist developmental accounts in the 19th century to modernization theories in the 20th.
Instructor(s): S. Bartsch-Zimmer, J. Gilbert, W. Howell, C. Ando, J. Pitts Terms Offered: Winter
Prerequisite(s): Undergraduates may enroll with instructor consent.
Equivalent Course(s): CHSS 40200, CLAS 41616, PLSC 40202, SCTH 40200, SOCI 40209, CMLT 41802, MAPH 40200, MAPS 40201, KNOW 40200

HIST 40201. Case Studies on the Formation of Knowledge-II. 100 Units.
MODULE 1: FOUNDATIONS OF PSYCHOLOGY IN LINGUISTICS AND BIOLOGY (RR, JG) This module will examine the ways several established disciplines, particularly linguistics and biology, came together in the mid-19th century to establish the science of psychology. Both linguistics and biology offered empirical and theoretical avenues into the study of mind. Researchers in each advanced their considerations either in complementary or oppositional fashion. MODULE 2: ORIGINS OF THE SOCIAL CONSTRUCTION OF KNOWLEDGE (RR, AW) This module will trace the development of the idea of the social construction of knowledge and its relation to philosophy and history of science. The development lit a spark, then created a conflagration, and yet still smolders. MODULE 3: THE POLITICS OF PHILOSOPHICAL KNOWLEDGE (HS, AG) The Politics/Philosophy module has to do with the emergence of theories of "schools of thought" in the context of political change. The two examples to be examined are Plato’s criticism of the Sophists and Sima Qian’s account of the Warring States intellectual landscape, terminated by the consolidation of the Empire.
Instructor(s): R. Richards, J. Goldsmith, A. Winter, H. Saussy, A. Glaeser Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll with instructor consent.
Equivalent Course(s): CHSS 40300, CMLT 41803, EALC 50300, SOCI 40210, MAPS 40301, KNOW 40300
HIST 40204. Colloquium: Postcolonial African History. 100 Units.
This seminar will examine postcolonial Africa through an exploration of research by historians, political scientists, anthropologists, and economists, as well as the work of novelists and film makers. We will read broadly from different regions and countries in Africa and investigate a variety of topics including the domestic and international legacies of colonialism and independence movements; neoliberalism and African modernities; disease, health, and healing; transnational and transcontinental migration; the causes and consequences of environmental and ecological change; and the definitions and material expressions of poverty and wealth in urban and rural Africa.
Instructor(s): E. Osborn Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 41005. Colloquium: Late Antique Mediterranean 1. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. Will continue in winter quarter.
Instructor(s): W. Kaegi Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor; meets with HIST 71005.
Equivalent Course(s): ANCM 31515, CLAS 31515

HIST 41006. Colloquium: Late Antique Mediterranean 2. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. In the winter quarter, we focus on research topics for the colloquium paper.
Instructor(s): W. Kaegi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor; meets with HIST 71006.
Equivalent Course(s): ANCM 31516, CLAS 31516, NEHC 41006

HIST 43203. Coll: Capitalism & Climate Change—History, Society, Literature. 100 Units.
The concept of the Anthropocene introduces the idea of the human species as a geological agent, capable of altering the life supporting system of the whole planet through anthropogenic climate change. Paradoxically, the bad news of the Anthropocene is also a moment of intellectual exhilaration for the social sciences and humanities. The Anthropocene forces us to rethink some of the most fundamental concepts in scholarship, such as modernity, growth, justice, and scale in light of new pressing problems of carbon emissions, mitigation, and adaptation. We will approach these questions from a variety of perspectives, including ethics, history, science, and literature.
Instructor(s): F. Albritton Jonsson Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor.
Equivalent Course(s): ENGL 43204
HIST 43505. Colloquium: Paris and Berlin in the Long Twentieth Century. 100 Units.
This colloquium will analyze the convergences and divergences, focusing on immigration, urban planning, and culture of two of Europe’s great capitals from the turn of the twentieth century to its end. Starting with the massive intra- and international immigration into both cities in the 1880s, we will discuss how strangers were received and made their lives. Where did they live, work, eat, shop, play, and worship? How did they participate in the political lives of both cities? How did the experiences of postcolonial subjects and guest-workers vary? This population growth along with economic, technological, environmental, and political change challenged each metropolis’s infrastructure. In the interwar period Berlin responded by expansion while Paris refused that strategy. Berlin’s demolition during the Second World War was followed by forty years of division while Paris emerged from the war largely unscathed. Europeanification, followed by unification in the one case and massive postcolonial immigration in other, posed very different, but equally dramatic, challenges to both. Finally, both cities have been the centers of vibrant cultural production, including music, theater, the fine arts, film, and literature, with artists often moving between the two, carrying ideas and innovations. Reading knowledge of French or German would be very helpful, but is not required.
Instructor(s): L. Auslander Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 43505, GNSE 43505

HIST 44001. Colloquium: Ending Communism. 100 Units.
This course focuses on the demise of one of the most enduring, ambitious, appealing, transformative, and destructive political ideologies. We will consider the collapse of communism as a religion, an aesthetic, and a way of life; an economic system and a material culture; a political structure and an international order. We will also discuss communism’s afterlives in biographies and memoirs (including those of scholars). Topics include reforms and revolutions, political and cultural dissent, generations and languages, secrecy and publicity, travel and immobility, competing religions and rival ideologies, the Cold War and détentes, privileges and shortages, apartment blocks and palaces of culture, the Gorky Park, the Memento Park, and other Luna Parks. Our readings will range across Europe, focusing primarily on the Soviet Union and Eastern Europe in the last forty years of the twentieth century.
Instructor(s): E. Gilburd Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): REES 44001
HIST 44102. Text and Labor in Chinese Handwork. 100 Units.
An introduction to the Buddhism of premodern China, examined through lenses of philosophy, texts, and art. We will examine important sources for the major currents of Chinese Buddhist thought and practice stretching from the earliest days of the religion in China through around the 13th century (with some attention to modern connections), giving special consideration to major textual and artistic monuments, such as translated scriptures, Chan literature, and the cave-shrines of Dunhuang.
Instructor(s): Jacob Eyferth and Donald Harper Terms Offered: Spring
Equivalent Course(s): EALC 51001

HIST 44905. Science, Modernity, and Anti-Modernity. 100 Units.
Since the eighteenth century, science (and later science-based technology) has been protagonist of narratives about modernity and anti-modernity. For the champions of modernity, science since the seventeenth century has been the driving force behind Enlightenment, economic development, and intellectual and political progress. For the critics of modernity, science has destroyed religion, blighted poetry, and traded virtuous simplicity for military and industrial competition. This course examines the strongest versions of both narratives and tests them against the actual history of science.
Instructor(s): L. Datson Terms Offered: Spring
Equivalent Course(s): CHSS 30924, SCTH 30924

HIST 47002. Colloquium: Interracial America. 100 Units.
This course will examine the interaction between different racialized and ethnic groups in America (and beyond) from the eighteenth-century to our present moment. Conventional studies rely on a simplistic black-white paradigm of US race relations. This seminar aims to move beyond that dichotomy and searches for broader historical models, which include yellow, brown, red, and ethnic white. For example, how do we interpret recently excavated histories of Afro-Cherokee relations in antebellum America? What are hepcats, pachucos, and yorees? What is a "model minority," and why did Asians inherit the mantle from Jews? What is a "protest minority," and why were Blacks and Jews labeled as such during the civil rights movement? How does race operate differently in an ostensible racial paradise like Hawai‘i? How do we understand race, nation, and decolonization in a global context, as evidenced by radical activism in California in the 1960s and ’70s? We will critically interrogate the history of contact that exists between and among these diverse "groups." If conflicted, what factors have prevented meaningful alliances? If confluent, what goals have elicited cooperation?
Instructor(s): M. Briones Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 37002
HIST 47101. Colloquium: Re-imagining the US Civil War and Reconstruction. 100 Units.
This course explores the conflicts and contestations opened by efforts to reestablish a new basis of national life in the aftermath of the political dismantling of slavery during the era of the Civil War and Reconstruction. Course readings and discussions explore ways to reconceive of US Reconstruction as a national and indeed even an international phenomenon, rather than as an exclusively regional process. Readings and discussions will give particular attention to territorial expansion and annexation in American national and domestic life during the nineteenth century, the politics and economics of national reunification of former Confederate states and new western territories, and changes in the material, moral, and political meanings of freedom during the postwar acceleration of capitalist industrial and agricultural development. What is the role of violence in social change? What new political, economic, and cultural conflicts were opened by slavery’s abolition? How did former slaveowners, former slaves, government policymakers, and abolitionists envision the promises and dangers of emancipation? What labor systems replaced slavery? Through consideration of such questions we explore the material and symbolic efforts to define and change the terms of participation in a postemancipation world as they relate to contradictions of modern freedom and to the production of histories about this era.
Instructor(s): J. Saville Terms Offered: Winter
Prerequisite(s): Advanced undergraduates with consent of instructor.
Equivalent Course(s): CRES 47101

HIST 47701. Colloquium: US Social History—Catholics as Americans. 100 Units.
This colloquium focuses on recent historiography to explore the implications of the presence of Roman Catholics within the American population for the central interpretive narratives of American history. Readings will range in time from the colonial period to the later twentieth century, and address such themes as colonization, westward expansion, immigration and ethnicity, church-state relations, slavery and the Civil War, citizenship and political participation, welfare and reform, gender and sexuality, race relations, transnational ties.
Instructor(s): K. Conzen Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor
Equivalent Course(s): HCHR 37701
HIST 49100. Colloquium: Haitian Revolution and Human Rights, 1790–2004. 100 Units.
This course explores the Haitian revolution as critical to the examination of slave emancipation, colonialism, comparative revolutions, and postcolonial governance and sovereignty. It especially aims to explore interpretive debates that explicitly (or implicitly) link the problems of slave emancipation to the contradictions of modern freedom. Course readings draw on historical, anthropological, and political studies, selected published documents, and historical fiction to think critically about ways of extending how this history and its implications have been explored.
Instructor(s): J. Saville Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 49100, HMRT 49100, LACS 49100

HIST 49904. Colloquium: History of the Senses. 100 Units.
Do the senses have a history? Are sight, hearing, touch, smell, and taste attributes of the body, unmodified by culture? Do, in other words, people in different times and places actually experience different tastes or smells? Do hierarchies of the senses vary? Is sight more trusted among some, while others rely on hearing? If so, what determines the boundaries of the groups who share a sensorium, or set of sense perceptions? Is it religious practice or age cohort that matters most? And, how is a sensorium learned or transmitted? Some would argue that these are nonsensical questions; people may have different words or concepts to describe the senses, but their perceptions do not differ. In the domain of the social sciences, these questions have been addressed by intellectual, cultural, and social historians as well as by ethnographers. This graduate colloquium will focus on intensive reading of the key texts in those fields, being particularly attentive to the epistemological and political stakes of these debates. Students from departments other than History would also be most welcome.
Instructor(s): L. Auslander Terms Offered: Spring
Prerequisite(s): Ugrads with consent of instructor.

HIST 52903. Colloquium: Nation and Empire—Europe and Beyond. 100 Units.
This graduate course will examine the relationship between nation and empire in Europe and beyond from the eighteenth century to the present. Topics may include nationalism and indifference to nationalism; the construction of borders and borderlands; the relationship between language, culture, and nation-building; transimperial and transnational mobility, including the movement of refugees and ethnic cleansing; the transition from multilingual and multinational empires to self-declared nation-states; empire and nation in the context of Total War, the Cold War, and post-Socialist transition; gender, nation, and empire, and the relationship between nation-states and new international and intergovernmental organizations, including the League of Nations, the United Nations, and the European Union. The focus on the course will be on Central and Eastern Europe and the relationship of Central and Eastern Europe to Europe and the rest of the world, but students interested in other parts of the world are welcome to enroll.
Instructor(s): T. Zahra and S. Gal Terms Offered: Autumn
HIST 53001. Colloquium: Protestant Reformation. 100 Units.
This colloquium introduces graduate students to the historical interpretation of the Protestant Reformation in Germany. The course focuses on, but is not strictly limited to, the Reformation in Germany. The history of the Reformation continues to be governed by terms that were laid down during the Reformation itself and that are no less effective for operating in a concealed and implicit manner. To make their effects visible and subject to critical analysis, we will take a long view of the historiography, beginning with a survey of classic interpretations offered since the nineteenth century by philosophers, historians, and social scientists (Hegel, Ranke, Engels, Weber, Troeltsch, Febvre, Elias). Then we will turn to more recent debates among professional historians like Heiko Oberman, Bernd Moeller, Thomas Brady, Heinz Schilling and others. Finally, we will read several of Luther’s writings in English translation. Our purpose is not to focus on Lutheran teaching, but to seek the ways in which the Reformation broke, or did not break, with preceding patterns of thought and action and possibly pointed the way towards the later development of European thought.
Instructor(s): C. Fasolt Terms Offered: Winter
HIST 53003. Coll: Religion, Society, & Politics in Mod Euro, 1740–Present. 100 Units.
A two-quarter research seminar; the first quarter may be taken separately as a colloquium (register for HIST 53003). The longstanding idea of the progressive secularization of modern society—an idea germinated during the Enlightenment and made more explicit by such nineteenth-century social theorists as Comte, Weber, and Durkheim—no longer commands much assent today, though western Europe seems a better instantiation of it than anywhere else. Starting with an examination of the so-called secularization thesis, this seminar will examine such topics as divergent interpretations of the Enlightenment view of religion; the religious impact of the French Revolution; the shifting patterns of religious practice that evolved during the nineteenth century; the role of religiously based, mass political movements in the crisis of the liberal state in the late nineteenth-century; the nineteenth-century transformation of religion into an object of scientific study (philology, sociology of religion); Marian apparitions and miraculous cures in the nineteenth century (Lourdes, Marpingen); Jewish emancipation; the European encounter with Islam; and the opposition to organized religion and the churches offered by the Left and the Right, as part of the larger debate about the extent to which (private) corporate norms and values should be able to influence civic life in the modern liberal or modern authoritarian state.
Instructor(s): J. Boyer and J. Goldstein Terms Offered: Autumn
Prerequisite(s): Meets with HIST 74605; graduate students only; European language not required for colloquium.
HIST 55001. Coll: Christian Politics in Medieval and Early Modern Europe. 100 Units.
Is there such a thing as a Christian politics, or does all politics in this world take place—as Augustine put it—under the sign of Cain? If there is a this-worldly Christian politics, what should it look like? What are its ends? Where are its borders? Who is sovereign within those borders, and what are the limits of that sovereignty? These and similar questions were asked by the earliest Christian communities and continue to be asked today. This course will focus on how they were answered in the five hundred years stretching from the Investiture Controversy and the emergence of “Christendom” in the late eleventh and twelfth centuries, continuing with the reintroduction of Aristotelian political theory in Latin Europe, and concluding with Luther and Calvin’s reformation of the Christian polity in the sixteenth century.
Instructor(s): C. Fasolt Terms Offered: Autumn
Equivalent Course(s): SCTH 55001, HCHR 46500

HIST 56301. Colloquium: Readings in Modern Chinese History. 100 Units.
Reading and discussion of classics of English language historical literature in modern Chinese history from 1965 through to 2015. Emphasis is on historiographical changes during each period and how they are manifest in each work. The requirements of this course are reading and class discussion of the monograph assigned each week, and writing an informed review essay of it. The final requirement is a twenty-five page term paper in which the student will construct an analytical history of the historical literature of the period.
Instructor(s): G. Alitto Terms Offered: Autumn
Equivalent Course(s): EALC 56301

HIST 56401. Colloquium: Readings in Modern Chinese Intellectual History. 100 Units.
Reading and discussion of classics of English language historical literature in modern Chinese intellectual history from 1965 through to 2015. Emphasis is on historiographical changes during each period and how they are manifest in each work. The requirements of this course are reading and class discussion of the monograph assigned each week, and writing an informed review essay of it. The final requirement is a twenty-five page term paper in which the student will construct an analytical history of the historical literature of the period.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): EALC 56401

HIST 58301. Advanced Ottoman Historical Texts. 100 Units.
Instructor(s): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Consent required
Equivalent Course(s): TURK 40589
HIST 58601. Colloquium: Iran and Central Asia. 100 Units.
A colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from 900 to 1750. Specific topics will vary and focus on the Turks and the Islamic world, the Mongol universal empire, the age of Timur and the Turkmens, and the development of the "Gunpowder Empires."
Instructor(s): J. Woods Meets with HIST 78601; open to upper-level undergrads with consent of instructor.

HIST 59000. Colloquium: Persian Historical Texts. Units.
This course will focus on the study and utilization of narrative, normative and archival sources in Persian. Texts of the major Iranian historians and biographers will be subjected to close readings and analysis. The scripts, protocols, and formula used by Irano-Islamic chancellories will also be introduced and the form and content of published an unpublished archival documents will be transcribed and examined in their institutional context. Knowledge of Persian required.
Instructor(s): J. Woods Terms Offered: Spring
Prerequisite(s): Knowledge of Persian required
Equivalent Course(s): CMES 30687, NEHC 30687

HIST 60607. Colloquium: Nepotism in European History. 100 Units.
The aim of this colloquium is to immerse students in the longue durée history of family-dominated political and economic structures in Europe. Dynastic politics, nepotistic patronage practices, and family-run businesses are only some of the ways that kinship connections have left their mark across the centuries of European history. Topics will include succession and inheritance among the European landed elites (premodern and modern); family-run businesses from the Middle Ages to the twentieth century; nepotism at the Renaissance papal court and in other institutions; and the theory/practice of modern forms of bureaucratic management.
Instructor(s): J. Lyon Terms Offered: Winter

HIST 60903. Reproduction/Reproduction: A Context for Dante. 100 Units.
The word “reproduction” is intrinsically ambiguous: it can be taken either in a literal (i.e., biological) or in a metaphorical (i.e., non-biological) sense. In the late Middle Ages this ambiguity was often conveyed by the aristotelian motto “ars imitatur naturam,” art imitates nature. This motto sounds familiar to us – but such familiarity is misleading. In the Middle Ages none of those words (“art,” “imitates,” “nature”) meant what they mean today. The seminar will approach this dialogue between contemporary and medieval categories focusing on a special case study: Dante.
Instructor(s): C. Ginzburg Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): CDIN 42410, ITAL 32410
HIST 62304. Multidisciplinary Study of American Culture. 100 Units.
This seminar surveys the study of American culture as it is currently practiced at the University of Chicago. Seminar members read and discuss recent work by faculty specialists from the Humanities, the Social Sciences, the Divinity School, and the Law School at Chicago. Though interested in how different disciplines frame questions and problems, we will be attuned to convergences in themes, approaches, and methods. During the last half of our seminar meetings our authors will join us for a focused discussion of their work. Many of our guests will also deliver public lectures the day before visiting the seminar.
Instructor(s): E. Slauter Terms Offered: Spring
Note(s): This is a Scherer Center Seminar. MAPH students can take this course. Consent required for MA and JD students.
Equivalent Course(s): HCHR 48800, RLIT 48800, AMER 50001, LAWS 93803, ENGL 55405

HIST 62504. Colloquium: History of Capitalism. 100 Units.
This course explores the history of American capitalism, reaching from the colonial era through the New Deal to the contemporary emergence of the Big Box store. It focuses on key transformations: the rise and abolition of slavery, the industrial revolution, the creation of a culture of consumption, the origins of a welfare state, and the transformation of global production and retailing. In studying capitalism transformation, it takes into account problems of political economy, morality, law, and power.
Instructor(s): A. Stanley Terms Offered: Autumn

HIST 62703. Black Lives Matter? Critical and Disciplinary Inquiries. 100 Units.
The intent of this course would be to draw together historical scholarship that represents and analyses African American historical experience with an eye toward enduring contradictions of civil legitimation, social function, and human regard, which have persisted through slavery emancipation and successive generations of modernization and reform. It would start after 1865, although analyses that at least engage slavery as a context might be included. It would remain focused on scholarly works of history, and potentially historicist works drawn from other disciplines. While it would seek to immerse students within leading and largely current works of scholarship, it pursues a core thematic question: how effectively can academic historical scholarship reckon with the persistent problem of the structural and social devaluation of Black life, and how effectively has it?
Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Graduate students only
HIST 63004. Colloquium: The American South in the Twentieth Century. 100 Units.
The South and stories told about it have both undergone dramatic change over the past century. The region previously associated with hierarchy, racism, patriarchy, ignorance, superstition, intolerance, violence, and a studied unfamiliarity with legal norms obtaining elsewhere has been transformed, as one historian of the South put it recently, into "a place that nurtured radical political alternatives and offered them up to the rest of the nation." We will explore both the history and the narrative paradigm shift in this seminar, which is intended for graduate students in US history. Our readings will emphasize recent publications driving the new Southern synthesis, and challenges to it.
Instructor(s): J. Dailey Terms Offered: Winter

HIST 63903. Coll: Violence, Women, and Gender in 20th-Century US History. 100 Units.
This course presents an overview of major themes in the historiography of women and gender in twentieth-century US history as read through histories of violence. Keeping violence at the center of our inquiry allows us to place in conversation historical monographs from several subfields, including women's history, gender and sexuality studies, postcolonial studies, environmental history, history of conservatism, and legal history. We will explore the relationship between bureaucracy, surveillance, and vigilantism; ideas about reproduction and intersectionality; and the limitations of discourses of nonviolence, freedom, and equality. This course moves both chronologically and topically to emphasize several questions: how has violence played a role in constructing and shoring up state and systemic power? How has the female body served as the site of this power's articulation, through surveillance, violence, and bureaucracy? What is the intersection between racial and sexual violence? What constructions of gender spring from, and give rise to, violence? What is the relationship between family, nation, and subject?
Instructor(s): K. Belew Terms Offered: Winter
Equivalent Course(s): GNSE 63903

HIST 67501. Capitalism Since 1970. 100 Units.
This course examines global capitalist transformations from the 1970s to the present. Topics include the 1970s crisis of industrial capitalism in the West; the breakdown of the Bretton Woods system of fixed exchange rates and the rise of global finance capital; globalization, growth, and inequality; connections between economic change and cultural expression; work, gender, and technology; relations between global North and global South; the great recession. Different approaches to economic history will be considered.
Instructor(s): J. Levy Terms Offered: Winter
HIST 69900. Colloquium: Historiography. 100 Units.
This course is designed as a forum to grasp intellectual issues across the historical discipline and balance the tendency towards specialization in the profession. While the course may be most helpful for graduate students in history early in their career, it is also open to more senior students and those interested in history outside the department. A ten-week course can hardly do justice to debates on the nature of history and the nuances of writing history. Thus this course is selective by necessity. The class is basically structured around discussion of the assigned materials, but each session will be introduced by a short lecture.
Instructor(s): M. Tenorio Terms Offered: Autumn

HIST 71006. Seminar: Late Antique Mediterranean 2. 100 Units.
In the winter quarter we focus on research topics for the seminar paper.
Instructor(s): W. Kaegi Terms Offered: Winter
Prerequisite(s): HIST 71005 (Autumn); meets with HIST 41006
Equivalent Course(s): ANCM 41416, CLAS 41416

HIST 74605. Sem: Religion, Society, and Politics in Mod Euro, 1740–Present. 100 Units.
A two-quarter research seminar; the first quarter may be taken separately as a colloquium (register for HIST 53003). The longstanding idea of the progressive secularization of modern society—an idea germinated during the Enlightenment and made more explicit by such nineteenth-century social theorists as Comte, Weber, and Durkheim—no longer commands much assent today, though western Europe seems a better instantiation of it than anywhere else. Starting with an examination of the so-called secularization thesis, this seminar will examine such topics as divergent interpretations of the Enlightenment view of religion; the religious impact of the French Revolution; the shifting patterns of religious practice that evolved during the nineteenth century; the role of religiously based, mass political movements in the crisis of the liberal state in the late nineteenth-century; the nineteenth-century transformation of religion into an object of scientific study (philology, sociology of religion); Marian apparitions and miraculous cures in the nineteenth century (Lourdes, Marpingen); Jewish emancipation; the European encounter with Islam; and the opposition to organized religion and the churches offered by the Left and the Right, as part of the larger debate about the extent to which (private) corporate norms and values should be able to influence civic life in the modern liberal or modern authoritarian state.
Instructor(s): J. Boyer and J. Goldstein Terms Offered: Autumn
Prerequisite(s): Meets with HIST 53003; grad students only; students taking both qtrs must have reading knowledge of at least one mod Euro language.

HIST 74606. Sem: Religion, Society, and Politics in Mod Euro, 1740–Present. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): J. Boyer and J. Goldstein Terms Offered: Winter
Prerequisite(s): Hist 74605
HIST 75601. Sem: Mod Korean Hist 1. 100 Units.
By modern, we mean Korea since its "opening" in 1876. We read about one book per week in the autumn. Before each session, one student will write a three- to four-page paper on the reading, with another student commenting on it. In the winter, students present the subject, method, and rationale for a significant research paper. Papers should be about forty pages and based in primary materials; ideally this means Korean materials, but ability to read scholarly materials in Korean, Japanese, or Chinese is not a requirement for taking the seminar. Students may also choose a comparative and theoretical approach, examining some problems in modern Korean history in the light of similar problems elsewhere, or through the vision of a body of theory.
Instructor(s): B. Cumings Terms Offered: Autumn
Equivalent Course(s): EALC 42400

HIST 75602. Sem: Mod Korean Hist 2. 100 Units.
Students present the subject, method, and rationale for a significant research paper. Papers should be about forty pages and based in primary materials; ideally this means Korean materials, but ability to read scholarly materials in Korean, Japanese, or Chinese is not a requirement for taking the seminar. Students may also choose a comparative and theoretical approach, examining some problems in modern Korean history in the light of similar problems elsewhere, or through the vision of a body of theory.
Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 75601, part 1
Equivalent Course(s): EALC 42401

HIST 76003. Seminar: Modern Chinese History I. 100 Units.
No description available.
Instructor(s): Jacob Eyferth Terms Offered: Winter
Prerequisite(s): This two-quarter graduate seminar examines the social and cultural history of twentieth-Century China from the last decades of the Qing to the death of Mao and the early post-Mao reforms. Topics will include the social, political, and economic transformations of the late nineteenth century, the rise of modern mass media and mass politics, urban and rural revolutions, the transformations of everyday life under the Guomindang and Communist regimes, political campaigns under Mao, and the changes taking place after Mao's death. We will pay more attention to changes at the grassroots level of society than to politics at the highest level, even though the latter cannot be entirely ignored. In the first quarter we will read a combination of English-language studies and Chinese documents. We will also discuss what published and unpublished sources are available for different periods; how the Chinese archives are structured; and how to read official documents. The winter quarter will be devoted to the preparation of a research paper.
Equivalent Course(s): EALC 40502
HIST 76004. Seminar: Modern Chinese History 2. 100 Units.
The winter quarter will be devoted to the preparation of a research paper.
Instructor(s): J. Eyferth Terms Offered: Winter
Prerequisite(s): HIST 76001
Equivalent Course(s): EALC 40503

HIST 76602. Sem: Japanese Hist 2. 100 Units.
In the second quarter, we focus on research topics for student writing the seminar paper.
Instructor(s): J. Ketelaar Terms Offered: Winter
Prerequisite(s): HIST 76601, part 1
Equivalent Course(s): EALC 52301

HIST 78201. Seminar: Ottoman World/Suleyman I. 100 Units.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Upper level undergrads with consent only; reading knowledge of at least 1 European Language recommended
Equivalent Course(s): NEHC 30852

HIST 78601. Sem: Iran and Central Asia 1. 100 Units.
The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from 900 to 1750. Specific topics will vary and focus on the Turks and the Islamic world, the Mongol universal empire, the age of Timur and the Turkmens, and the development of the "Gunpowder Empires." The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Meets with HIST 58601
Equivalent Course(s): CMES 40701, NEHC 40701
HIST 78602. Seminar: Iran and Central Asia 2. Units.
The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Hist 78601, part 1
Equivalent Course(s): CMES 40702, NEHC 40702

HIST 79101. Seminar: Topics in Latin American History 1. 100 Units.
This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. Specific topics will shift from year to year, depending on the instructor. For 2015-16, the first quarter of the seminar will be devoted to the issue of inequality in Latin American historiography. Students will gain an understanding of the role that issues of inequality have played in shaping Latin American history; we will also pay close attention to the ways in which broader intellectual trends and shifting methodologies have shaped Latin American historical narratives. Issues covered will include colonialism, slavery, citizenship, social movements, and the Latin American manifestations of global inequalities. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a fall-quarter colloquium.
Instructor(s): B. Fischer Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Equivalent Course(s): CRES 79101, LACS 79101

HIST 79102. Sem: Topics in Lat Amer Hist 2. 100 Units.
The second quarter is mainly for graduate students writing a History seminar paper.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): HIST 79101, part 1
Equivalent Course(s): CRES 79102, LACS 79102

HIST 81303. Sem: Christians, Muslims, and Jews in Medieval Spain 1. 100 Units.
Christianity, Judaism, and Islam in medieval Spain developed in interaction with and thinking about each other. This course will explore how the three religions were "coproduced"—shaping and reshaping themselves through processes of simultaneous identification and dis-identification with their rival "siblings" and neighbors. We will pay special attention to the ways in which Christian communities constituted themselves through their relation to Islam and Judaism, from roughly 1250 to the expulsion of the Jews and the conquest of Muslim Granada in 1492. The emphasis will be on primary sources, and we will draw on pictorial, architectural, archival, and literary materials. Reading knowledge of Spanish is helpful but not required. Students with a relevant language, such as Latin, Catalan, Castilian, Hebrew, or Arabic, will be encouraged to work with documents in that language.
Instructor(s): D. Nirenberg Terms Offered: Autumn
Prerequisite(s): Spanish helpful but not required. Students with reading knowledge of Latin, Catalan, Castilian, Hebrew, or Arabic will be encouraged to use them.
Equivalent Course(s): SCTH 45403
HIST 81304. Sem: Christians, Muslims, and Jews in Medieval Spain 2. 100 Units.
Students write the seminar paper in the winter quarter.
Terms Offered: Winter
Prerequisite(s): HIST 81303
Equivalent Course(s): SCTH 45504

HIST 83803. Seminar: Social Movements in US History 1. 100 Units.
Seminar: Social Movements in US History — Abolition, Women’s, Labor, Civil Rights
This seminar will explore from comparative and cross-disciplinary perspectives the histories of four major social movements in nineteenth- and twentieth-century US history. We will focus particularly on the political, social, economic, and cultural contexts of each movement to determine its historical conditions of possibility, the means and modes of mobilization, and how it ultimately shaped the American experience. More broadly we will hope to lay the basis for a diverse set of possible seminar paper topics addressing the problem of explaining causation in history studies.
Instructor(s): T. Holt Terms Offered: Autumn
Prerequisite(s): College-level US history survey or its equivalent.

HIST 83804. Seminar: Social Movements in US History 2. 100 Units.
Seminar: Social Movements in US History — Abolition, Women’s, Labor, Civil Rights
The second quarter will be devoted to the completion of the seminar paper.
Instructor(s): T. Holt Terms Offered: Winter

HIST 90000. Reading and Research: History Grad. Units.
No description available.
Terms Offered: Autumn, Winter, Spring and Summer