Department of History

Department Website: http://history.uchicago.edu

Chair

• Emilio Kouri

Professors

• Clifford Ando
• Leora Auslander
• John W. Boyer
• Mark P. Bradley
• Alain Bresson
• 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
• Jonathan Levy
• David Nirenberg, Committee on Social Thought
• Kenneth Pomeranz
• Moishe Postone, College
• Robert J. Richards
• Mauricio Tenorio
• 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

Kathleen Belew
Eleanor Gilburd
Faith Hillis
Amy Lippert
Ada Palmer
Johanna Ransmeier
Michael Rossi

Associate Faculty

Muzaffar Alam, South Asian Languages and Civilizations
Michael Allen, Classics
Fred Donner, Near Eastern Languages and Civilizations
James Grossman, Executive Director of the American Historical Association
R.H. Helmholtz, Law School
Dennis Hutchinson, Master New Collegiate Division
Alison LaCroix, Law School
Rochona Majumdar, South Asian Languages and Civilizations
Paul Mendes Flohr, Divinity School
Willemien Otten, Divinity School
John F. Padgett, Political Science
• Richard Payne, Near Eastern Languages and Civilizations
• Lucy Pick, Divinity School
• A. Holly Shissler, Near Eastern Languages and Civilizations
• Laura Weinrib, Law School

Emeritus Faculty

• Ralph A. Austen
• Kathleen Neils Conzen
• Edward Cook
• Prasenjit Duara
• Sheila Fitzpatrick
• Michael Geyer
• Hanna H. Gray
• Neil Harris
• Halil Inalcik
• Ronald B. Inden
• Julius Kirshner
• William H. McNeill
• Tetsuo Najita
• William Sewell
• Christine Stansell
• Ronald Suny
• Noel Swedlow
• Bernard Wasserstein

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, the Department offers a comprehensive range of interdisciplinary, theoretical, and comparative fields of study.

The History Department expects to welcome about eighteen to twenty-three 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. 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 US 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.

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. Two quarter seminar
2. Historiography course (HIST 69900 Colloquium: Historiography)
3. Five additional courses

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. Each field will specify the language(s) to be used and the degree of proficiency required. 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. Successful completion of at least one foreign language 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 after completion of coursework by early in 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 hearing, 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 of up to $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 John Hope Franklin Fellowship was created to award students working on African American or Southern U.S. history conduct summer archival 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 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 30701. Who Were the Greeks? 100 Units.
If the current resurgence of interest in ethnic studies is a direct reflection of a contemporary upsurge in ethnic conflict throughout the world, it remains the case that notions of peoplehood and belonging have been of periodic importance throughout history. This course will study the various expressions of Greek identity within shifting political, social, and cultural contexts from prehistory to the present day, though with a strong emphasis on classical antiquity. Particular attention will be given to theoretical issues such as anthropological definitions of ethnicity, the difference between ethnic and cultural identities, methods for studying ethnicity in historical societies, and the intersection of ethnicity with politics.
Instructor(s): J. Hall Terms Offered: Autumn
Equivalent Course(s): CLAS 30400, CLCV 20400, ANCM 30400, HIST 20701

HIST 31000. History of Christian Thought I. 100 Units.
This first course in the History of Christian Thought sequence deals with the post New Testament period until Augustine, stretching roughly from 150 through 450CE. The aim of the course is to follow the development of Christian thought by relating its structural features to the historical context in which they arose without adhering to schematic models such as East vs. West, orthodoxy vs. heresy, Alexandrian vs. Antiochene exegesis. The following authors and themes will be analysed and discussed:

1. Martyrdom and the Authority of Christian Witness: Ignatius of Antioch, Justin Martyr
2. Platonism and Exegesis: Philo and Origen
3. Incarnation and Asceticism: Athanasius, Gregory of Nyssa
4. Ecclesial Unity and Episcopal Authority: Cyprian, Ambrose and Chrysostom
5. Projecting Historical Authority: Eusebius and Jerome
6. Normative Belief and Gnostic Dissent: All About the Creeds
7. Ancient Thought Baptized: Augustine of Hippo

Instructor(s): Willemien Otten Terms Offered: Spring
Equivalent Course(s): THEO 30100, HCHR 30100
HIST 31007. The Roman Republic in Law and Literature. 100 Units.
The class will study the history of the Roman republic in light of contemporary normative theory, and likewise interrogate the ideological origins of contemporary republicanism in light of historical concerns. The focus will be on sovereignty, public law, citizenship, and the form of ancient empire.
Instructor(s): C. Ando Terms Offered: Winter
Equivalent Course(s): CLAS 38716,HIST 21007,CLCV 28716

HIST 31701. Byzantine Empire, 330–610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although a survey of events and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. There will be some discussion of relevant archaeology and topography. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Midterm and final examination.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLAS 34306,CLCV 24306,ANCM 34306,HIST 21701

HIST 31702. Byzantine Empire, 610–1025. 100 Units.
A lecture course, with limited discussion, of the principal developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of events and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Midterm, final examination, and a short paper.
Instructor(s): W. Kaegi Terms Offered: Spring
Note(s): Graduate students may register for grade of R (audit) or P (Pass) instead of a letter grade, except for History graduate students taking this as a required course.
Equivalent Course(s): CLAS 34307,CLCV 24307,NEHC 21702,NELC 31702,ANCM 34307,HIST 21702

HIST 32900. The Italian Renaissance. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250–1600), with a focus on literature and primary sources, the recovery of lost texts and technologies of the ancient world, and the role of the Church in Renaissance culture and politics. Humanism, patronage, translation, cultural immersion, dynastic and papal politics, corruption, assassination, art, music, magic, censorship, religion, education, science, heresy, and the roots of the Reformation. Assignments include creative writing, reproducing historical artifacts, and a live reenactment of a papal election. First-year students and non-history majors welcome.
Instructor(s): A. Palmer Terms Offered: Autumn
Equivalent Course(s): CLCV 22914,CLAS 32914,ITAL 22914,ITAL 32914,HCHR 32900,HIST 22900
HIST 33304. Emergence of Capitalism. 100 Units.
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches.
Instructor(s): W. Sewell Terms Offered: Spring
Equivalent Course(s): LLSO 23415, PLSC 32815, HIST 23304, PLSC 23415

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 34308. Republican China. 100 Units.
Increasingly historians of modern China have begun to turn to the complex decades between the fall of China’s last dynasty and the establishment of the People’s Republic of China, not merely to better understand the emergence of Communism or the fate of imperial traditions, but as a significant period in its own right. In addition to examining the major social and political changes of this period, this seminar course will explore the emergence of new cultural, artistic, and literary genres in a time notorious for its turbulence. Readings explore both new and classic interpretations of the period, as well as recent scholarship, which benefits from expanding access to Chinese archives. Students should expect regular short writing assignments. The course will culminate with each student choosing either a historiographical final paper or a close reading of a primary source in light of the issues explored in the course.
Instructor(s): J. Ransmeier Terms Offered: Autumn
Equivalent Course(s): EALC 24308, EALC 34308, HIST 24308
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
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500, EALC 34500, HIST 24500

The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, the revolution was as much about material changes as about politics: about the two-story brick houses, electric lights, and telephones (loushang louxia, diandeng dianhua) that socialism promised; about new work regimes and new consumption patterns—or, in many cases, about the absence of positive change in their material lives. If we want to understand what socialism meant for different groups of people, we have to look at the "beautiful new things" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can a focus on material artifacts and daily work routines help us to understand people's life experiences?
Instructor(s): J. Eyferth Terms Offered: Spring
Equivalent Course(s): EALC 34255, HIST 24507, EALC 24255

HIST 34510. Gender and Sexuality in Modern China. 100 Units.
This course explores changing ideas about gender and sexuality in modern China. "Modern" in the context of this course signifies a period in which China faced radical new paradigms for the role of sex and the meaning of gender. Although much that we will read describes the twentieth century, we will also discover that innovations in gender roles are not unique to the past hundred years. Nor, despite long-standing stereotypes to the contrary, has it only been the privilege of the elites to disrupt the traditional male-female binary. Readings will address such themes as the ways in which gender defines patterns in family life, in politics and under the law; marriage and homosexuality; prostitution and trafficking; performance and cross dressing; the implementation of the one child policy; gender roles in minority communities; and China's handling of HIV/AIDS. We will consider the role of old Confucian hierarchies and scrutinize the links between industrialization, women's liberation, nationalism, and the communist movement. Through these diverse topics, this seminar aims to expand students' conception of the areas in which gender plays a relevant and influential role.
Instructor(s): J. Ransmeier Terms Offered: Spring
Equivalent Course(s): EALC 24510, EALC 34510, GNSE 24510, GNSE 34510, HIST 24510
HIST 34700. Histories of Japanese Religion. 100 Units.
An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): EALC 24700,EALC 34700,RLST 22505,HREL 34705,HIST 24700

HIST 34706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early seventeenth century through circa 1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority; the formation of the "city person" as a form of identity; and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include a final research paper of approximately 15 to 18 pages.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): CRES 34706,EALC 34706,CRES 24706,EALC 24706,HIST 24706

HIST 35014. Introduction to Environmental History. 100 Units.
How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, et al. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIPS 25014,CHSS 35014,HIST 25014

HIST 35109. Introduction to the Philosophy of Science. 100 Units.
Introduction to the Philosophy of Science. (=PHIL 32000, CHSS 33300, HIPS 22000, HIST 25109, HIST 35109) We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (II) (B)
Instructor(s): T. Pashby Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,PHIL 32000,PHIL 22000
HIST 35420. Catastrophic Thinking: Extinction in Culture and Science. 100 Units.
The course will examine the history of extinction through a consideration not only of relevant scientific literature, but also through the diverse forms of cultural production through which the scientific ideas have refracted: fiction and science fiction, film, political discourse, journalism and popular science, philosophy, religion, and more. From the apocalyptic visions of religious movements and cults, to protest movements of the ‘60s, ‘70s, and ‘80s, to fascination with zombies and world-ending plagues and catastrophes, we will consider the many ways in which “catastrophic thinking” about extinction has come to permeate the modern condition in science and society.
Instructor(s): D. Sepkoski Terms Offered: Spring
Equivalent Course(s): CHSS 38305,HIST 25420,HIPS 28305

HIST 35506. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the period since the Renaissance. First, science has been the subject of artistic representation, in painting and photography, in poetry and novels (e.g., in Byron’s poetry, for example). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally, philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant, Bas van Fraassen); much of the discussion of this latter will focus on the relation between images and what they represent. In this lecture-discussion course we will consider all of these aspects of the science-aesthetic connection.
Instructor(s): R. Richards Terms Offered: Spring
Equivalent Course(s): CHSS 35506,HIPS 25506,PHIL 24301,PHIL 34301,SIGN 26003,HIST 25506

HIST 35610. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): A. El Shamsy Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000,HIST 25610,ISLM 30601,NEHC 20601
HIST 35613. Saints and Sinners: Christianity in the Ancient Near East. 100 Units.
Between the third and seventh centuries, Christian communities came to flourish throughout the Near East and neighboring regions, in the Roman and Iranian empires as well as the kingdoms of the Caucasus, Central Asia, and Ethiopia. This course will examine development of Christian institutions and ideologies in relation to the distinctive social structures, political cultures, economies, and environments of the Near East, with a focus on the Fertile Crescent. The makers of Near Eastern Christianities were both saints and sinners. Holy men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the intention of reshaping its societies through prayer, asceticism, writing, and more direct forms of intervention in social, political, and economic relations. But the work of these saints depended on the cooperation of the worldly men and women, including aristocrats, merchants, and rulers, that formed the ranks of their communities to establish enduring institutions. To explore the dialectical relationship between saints and sinners, we will read inscriptions, histories, and lives of saints in various Near Eastern languages in translation and consider the insights of recent archaeology.
Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): HIST 25613,NEHC 20600,NEHC 30600

HIST 35701. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Midterm and final paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLAS 30200,CLCV 20200,CMES 30634,CRES 25701,NEHC 20634,NEHC 30634,HIST 25701

HIST 35704-35804-35904. Islamic History and Society I-II; Islamic History and Society-III: The Modern Middle East.
This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

HIST 35704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 25704,ISLM 30500,RLST 20501,NEHC 20501
HIST 35804. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 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): HIST 25904,ISLM 30700,NEHC 30503,NEHC 20503

HIST 36005. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): NEHC 20605,NEHC 30605,HIST 26005

HIST 36101-36102-36103. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 36101. Introduction to Latin American Civilization I. 100 Units.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.
Instructor(s): A. Kolata Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 16101,LACS 34600,SOSC 26100,LACS 16100
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): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, LACS 34700, SOSC 26200, LACS 16200

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): ANTH 23103, CRES 16103, HIST 16103, LACS 34800, SOSC 26300, LACS 16300

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: Autumn
Equivalent Course(s): LACS 34705, HIST 26122, LACS 24705

HIST 36218. History in Practice: Musical Multiculturalism in Brazil. 100 Units.
Brazil is a country uniquely identified with its musical history. This course is designed to describe how Indigenous, African, and European influences merged over the course of the 19th and 20th centuries to create Brazil’s rich and complex musical tradition. We will focus especially on the interaction of erudite and popular influences, and on the musical and social processes that gave birth to distinctly Brazilian genres such as Samba, Choro, Maracatu, and Frevo. Taught by a renowned Brazilian composer and guitarist, this course will explore Brazil’s musical history through live musical performance as well as lectures, readings, recordings, and discussion.
Instructor(s): Sergio Assad Terms Offered: Autumn
Equivalent Course(s): LACS 35112, HIST 26818, MUSI 23817, MUSI 33817, LACS 25112
HIST 36219. Colonial Latin American History. 100 Units.
This course studies the indigenous, Iberian, and African interactions that forged Spain’s colonial empire in the Americas from the 1492 voyage of Christopher Columbus to the movements of independence at the beginning of the nineteenth century. We will explore the social, political, and economic organization of indigenous societies in the Americas, the impact of the Spanish conquest on these, focusing on the transformations wrought by Christianization and Hispanicization, particularly as manifested in the labor, racial, and sex/gender regimes that developed in the colony. The course ends with an analysis of the place of Mexico and Peru in Spain’s immense global empire, the empire’s over-extension, its fault lines, and the series of European and American events that led to the formation of independent republics in the years after 1808.

Instructor(s): R. Gutiérrez Terms Offered: Spring
Equivalent Course(s): LACS 26219, LACS 36219, HIST 26219

HIST 36316. Revolutions, Constitutions, and War: A Continent Transformed. 100 Units.
During the central decades of the 19th century (1840–1870), the decentralized political structures that had been set up after independence throughout most of the continent, north and south, were refashioned. Under the banners of nationalism, freedom, and democracy, through war, diplomatic wrangling, and innovative law-making, the American republics—and the continent’s monarchical regimes—took on new shapes. The course will explore the ways in which political and territorial controls were refashioned, as were some of the central—and most contentious—tenets of the political order (sovereignty, property, citizenship) during these turbulent decades.
Instructor(s): Erika Pani, Tinker Visiting Professor Terms Offered: Autumn
Equivalent Course(s): LACS 35110, HIST 26316, LACS 25110

HIST 36409. Revolution, Dictatorship, and Violence in Modern Latin America. 100 Units.
This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico.
Instructor(s): B. Fischer Terms Offered: Winter
Equivalent Course(s): LACS 26409, LACS 36409, HIST 26409
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
Equivalent Course(s): LACS 26415, LACS 36415, HIST 26415

HIST 36509. Law and Citizenship in Latin America. 100 Units.
This course will examine law and citizenship in Latin America from the nineteenth to the twenty-first centuries. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, discuss the relationship between legal and other inequalities, and analyze how legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.
Instructor(s): B. Fischer Terms Offered: Spring
Prerequisite(s): Some background in either Latin American studies or legal history.
Equivalent Course(s): LACS 26509, LACS 36509, HIST 26509

HIST 36511. Cities from Scratch: The History of Urban Latin America. 100 Units.
Latin America is one of the world's most urbanized regions, and its urban heritage long predates European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some background in either urban studies or Latin American history.
Equivalent Course(s): LACS 26510, LACS 36510, HIST 26511

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): HIST 26602, SALC 37701, SALC 27701
HIST 37001. Law and Society in Early America, 1600–1800. 100 Units.
This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.
Instructor(s): E. Cook Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates and early state graduate students.
Equivalent Course(s): LLSO 26000,HIST 27001

HIST 37207. The North American West, 1500–1900. 100 Units.
"Go west, young man, go west!" newspaper editor Horace Greeley allegedly proclaimed. Although he only visited the region himself, his proclamation referred to the host of opportunities thought to be lying in wait among the uncharted territories out yonder. The West has embodied both the American dream and an American nightmare. This co-taught class will examine the changing delineations, demographics, conceptualizations, and significance of the North American West across four centuries and several empires.
Instructor(s): R. Gutiérrez, A. Lippert Terms Offered: Autumn
Equivalent Course(s): AMER 27207,AMER 37207,CRES 27207,CRES 37207,GNSE 27207,GNDR 37207,HIST 27207

HIST 37406. Civil Rights Movement. 100 Units.
This course is designed to explore selected topics in the history and historiography of the Civil Right Movement of the 1950s and 1960s, with a special focus on the lived experience of movement activists. Our principal objectives will be identifying the roots and causes of the movement, putting it in context of, as well as distinguishing it from, earlier political mobilizations, and tracing the countervailing social, political, and international forces that shaped its evolution from the mid-1950s to the late 1960s.
Instructor(s): T. Holt Terms Offered: Autumn
Equivalent Course(s): CRES 27406,CRES 37406,LLSO 28712,HIST 27406

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 37705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): LLSO 22209, AMER 27705, AMER 37705, CRES 37705, CRES 27705, HIST 27705

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): AMER 28001, CRES 28000, GNSE 28202, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001, HIST 28000

HIST 38703. Baseball and American Culture, 1840 to Present. 100 Units.
This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones Terms Offered: Winter
Equivalent Course(s): CRES 28703, CRES 38703, HIST 28703
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 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: Not offered in 2016-17.
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HIST 29408, HMRT 34501, LACS 24501, LACS 34501, HMRT 24501

HIST 40001. **Topics in African American History. 100 Units.**
This course is designed to explore in-depth selected topics in African American history and historiography. The specific focus this term will be "race and twentieth-century social science." Readings and discussion will explore the history of the relation between social-scientific theory and racial thought and practice from the race science of the late-nineteenth century through Franz Boas's cultural relativism to mid-twentieth century notions of a so-called culture of poverty. Our attention will focus on the real-world, especially public policy, implications of social-scientific thought. In addition to active participation in class discussions each student will write a final paper on a selected topic.
Instructor(s): T. Holt Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
HIST 40101. Women’s Rights, Cultural Nationalisms and Moral Panics. 100 Units.
Contemporary history is rife with a tension between the rise of a rights discourse and accompanying moral panics. This dialectic constitutes the central theme of this course. Why is it that women’s economic success, political recognition, and rights to their bodies have been accompanied by “moral panics” over the visibility, mobility, and sexuality of women and girls? And what might this tell us about changing forms of differential citizenship in the contemporary world? In order to take up these questions, this course offers a historical and anthropological perspective on the questions of gender and freedom/moral panic/differential citizenship. We focus our inquiry on empirical examples drawn from Africa and India.
Instructor(s): Cole, J., Majumdar, R. Terms Offered: Winter
Prerequisite(s): Undergrads with consent of instructors
Note(s): CHDV Distribution, 2*, 3*
Equivalent Course(s): SALC 43105, CHDV 30609, ANTH 35218, CDIN 43105

HIST 41102. Reading Archival Documents from the People’s Republic of China. 100 Units.
This hands-on reading and research course aims to give graduate students the linguistic skills needed to locate, read, and analyze archival documents from the People's Republic of China. We will begin by discussing the functions and structure of Chinese archives at the central, provincial, and county level. Next we will read and translate sample documents drawn from different archives. These may include police reports, personnel files, internal memos, minutes of meetings, etc. Our aim here is to understand the conventions of a highly standardized communication system - for example, how does a report or petition from an inferior to a superior office differ from a top-down directive or circular, or from a lateral communication between administrations of equal rank? We will also read "sub-archival" documents, i.e. texts that are of interest to the historian but did not make it into state archives, such as letters, diaries, contracts, and private notebooks. The texts we will read are selected to cast light on the everyday life of "ordinary" people in the Maoist period. This course will be team-taught by me and historians of the PRC from other institutions, and will be open to selected students from outside the U of C. Non-Chicago students and teachers will participate via video conference.
Terms Offered: Autumn
Prerequisite(s): The course is meant for graduate students who are preparing for archival research in China or already working with archival documents.
Note(s): Advanced undergraduates who are doing archival research may enroll with the instructor's permission.
Equivalent Course(s): EALC 41102
HIST 42701. Gender, Power, and Religion in Early Medieval Europe (800-1100) 100 Units.
This course will examine the intersection of religious and secular power and the way these were reflected in and shaped by the gender systems of early medieval Europe. Topics to be studied include Kantorowicz's notion of "the king's two bodies," royal men and women, women and memorial culture, lineage and gender, marriage, and monastic culture. We will examine the Carolingian world and its aftermath, Ottonian Germany, Anglo-Saxon England, Hungary, and the early Spanish kingdoms.
Instructor(s): Lucy Pick
Terms Offered: Spring
Equivalent Course(s): GNSE 41400, HCHR 41401

HIST 42901. Vienna and Its Empire: The Habsburg Monarchy and Austrian Rep, 1740-1955. 100 Units.
This colloquium will give students in modern European history a systematic overview of major interpretive problems in Hapsburg and Austrian history from 1740 to 1955. We will consider issues such as the competing historiographical narratives about the fate of the empire; reform absolutism and eighteenth-century communities in the empire; 1848 in Vienna and in the empire; the empire during the constitutional crises of the 1860s; liberalism, nationalism, and the political culture of the post-1867 dualism; mass politics in the empire after 1890; fin de siècle culture in Vienna; the social history of World War I and the collapse of the empire; the revolution of 1918 and the reasons behind the ultimate failure of the First Republic; and authoritarianism, Nazism, and postwar reconstruction.
Instructor(s): J. Boyer
Terms Offered: Spring
Prerequisite(s): Fluent reading knowledge of a contemporary European language strongly encouraged. 3rd- & 4th-year undergrads by consent of instructor.

HIST 43901. Colloquium: The Russian Revolution. 100 Units.
One hundred years ago in Saint Petersburg's industrial Vyborg district crowds of women came onto the streets chanting "bread." Joined by metal workers from a nearby factory and drawing in more hungry and angry people along the way, they marched to the city center and defined, to a significant degree, the twentieth century. In this class, we will examine the origins, course, consequences, and legacies of the Russian Revolution in comparative perspective. Topics include the socialist idea across Europe in the nineteenth century; the birth of Russian Social Democracy from the spirit of the intelligentsia; the formation of the revolutionary underground as a way of life; the absolutism in World War I; the cultural and national revolutions within the Russian Revolution; the Bolshevik party in war and in power; experiments in art, living, and loving; revolutionary violence from terrorism to the Great Terror; the disenfranchised and the exiles; the revolution's impact on statehood, environment, human nature, media, and memory. We will also consider the reverberations of the Russian Revolution from East Asia to Latin America. At the conclusion, we will reflect on the demise of revolutionism at the end of the twentieth century. Course materials include scholarly interpretations, fiction, and film.
Instructor(s): E. Gilburd
Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor and prior coursework in Russian or Soviet history.
Equivalent Course(s): REES 43901
HIST 44103. City and Text in Late Imperial China. 100 Units.
This course will ask how the urban transformation of late imperial society was experienced and understood by writers and readers across the cities of the lower Yangzi region. What kinds of spaces were made possible by the late imperial city? How were these new physical and imaginative spaces—both generating and generated by the political, ritual, and commercial functions of the city—made legible and meaningful? We will look at attempts to represent and interpret the urban landscape in a range of literary genres (poetry, vernacular fiction, diaries, travelogues), visual materials (maps, landscape paintings), and inscribed objects (steles, rocks, walls). In addition to these primary materials, we will also engage with the growing body of scholarly work on the premodern city in diverse fields such as local history, architecture, and religion. Each student will focus on one city, which will serve as a lens through which to view the various thematic issues addressed in our discussions.
Instructor(s): A. Fox Terms Offered: Autumn
Equivalent Course(s): EALC 20330, EALC 40330

HIST 47702. Colloquium: US Social History and Biography. 100 Units.
This colloquium explores the juncture of two genres, social history and biography, in the interpretation of American history. Focusing on the potentials and problems of biography in constructing useable social history and broader synthesis, readings include biographies with intellectual roots in social history, as well as social histories that illuminate life stories. While the focus is on the American experience, the interpretive and methodological agenda has broader historical scope.

Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent

HIST 48700. Colloquium: Social Movements in Chicago, 1950–2010. 100 Units.
This class will introduce students to four social movements in twentieth-century Chicago through archival materials, scholarship, and memory: Puerto Rican empowerment, radical feminism, gay rights, and police accountability to Black communities. The premise of this class is threefold: (a) to apply key concepts in the study of social movements to local examples; (b) to propose movement building as equivalent to electoral political consolidation as exemplifying Chicago public life; and (c) to sample the scope and depth of primary sources related to local social activism, so as to suggest future research projects for enrolled students.

Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 48700, GNSE 48700
HIST 49300. Approaches to Intellectual History. 100 Units.
An open-ended discussion course considering the wide range of available approaches to intellectual and cultural history. Readings change from year to year but typically include Lovejoy, Quentin Skinner, Pocock, Weber, Lukacs, E. P. Thompson, Foucault, de Certeau, Ricoeur, Geertz, Derrida. Upper-level undergraduates are welcome to take the course with the consent of the instructors.

Instructor(s): J. Goldstein and J. Ketelaar Terms Offered: Spring
Prerequisite(s): Open to upper-level undergrads with consent of instructors

HIST 50002. Colloq: Africa in the Era of the Transatlantic Slave Trade. 100 Units.
This graduate course explores major historiographic debates in precolonial African history from the fourteenth through the eighteenth centuries. We will examine the intertwined political, religious, and economic systems at work in the continent antecedent to European contact. Then we will investigate the emergence of the slave trade and consider its operation and ramifications. Themes of study include the uses and limitations of oral, archaeological, and textual sources of history; Christianity, Islam, and state-craft; definitions and practices of slavery; the relations of gender, kinship, and warfare to enslavement; cultural transformations, creations, and recreations; and the making of the Atlantic World. While assignments will consist of historiographic essays, we will also spend time consulting and interpreting primary sources.

Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): CRES 50002, GNSE 50002

HIST 52904. Transnational Europe: Twentieth Century. 100 Units.
This graduate-readings course will examine the history of twentieth-century Europe from a transnational perspective. Possible themes include migration and refugee movements; empire, race, and colonialism; war and occupation; Cold War conflicts and "Americanization"; transnational social movements and social protest; the collapse of Communism and the construction of the European Union. The course is designed to help PhD students prepare for their oral exams.

Instructor(s): T. Zahra Terms Offered: Autumn
Prerequisite(s): Open to graduate students only

HIST 56300. Colloquium: Modern China 1. 100 Units.
The content of this course is reading and discussion of classics of historical literature in modern Chinese history from 1965 through the present. Emphasis is placed on how historiographical changes during this period are manifest in each work. Each week will read and discuss the assigned monograph, and students will write of an informed review essay of it. The final requirement is a 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
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): EALC 44500
HIST 58301. Advanced Ottoman Historical Texts. 100 Units.
No description available.
Instructor(s): C. Fleischer Terms Offered: Spring
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 Turkmen, and the development of the "Gunpowder Empires."
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Meets with HIST 78601; open to upper-level undergrads with consent of instructor.

HIST 60302. Colloquium: Immigration and Assimilation in American Life. 100 Units.
This course explores the history of immigration in what is now the United States, starting with the colonial origins of Spanish, French, Dutch, and English settlements, the importation of African slaves, and the massive waves of immigrants that arrived in the nineteenth and twentieth century. Additionally, we will study the adaptation of these immigrants, exploring the validity of the concept of assimilation, comparing and contrasting the experiences of the "old" and "new" immigrants based on their race, religion, and class standing.
Instructor(s): R. Gutierrez Terms Offered: Winter
Prerequisite(s): Open to upper-level undergrads with consent of instructor
Equivalent Course(s): GNSE 60300, LACS 60302, AMER 60302

HIST 60909. Late Medieval Women: Authorship and Authority. 100 Units.
In recent decades there has been a great deal of interest in medieval vernacular theology, as complementing the more traditional division of medieval theological texts into monastic and scholastic. This course will focus on a number of medieval women writers, dealing mainly albeit not exclusively with vernacular texts. After a historical overview of the position of women in the early Middle Ages, the course will focus on Heloise and Hildegard of Bingen as transitional figures, and continue with four women writers writing in the vernacular, i.e., Mechtilde of Magdeburg, Hadewijch, Marguerite Porete and Julian of Norwich. The course will link the spectrum of vernacular languages which they represent to the diversity of their individual positions and analyze that diversity in terms of ecclesiastical developments, gender division, authorial identity, and theological criticism. The final aim is to come to an assessment of the constructive contribution of these vernacular treatises to the tradition of late medieval theology and spirituality.
Instructor(s): Willemien Otten Terms Offered: Spring
Equivalent Course(s): HCHR 48700, THEO 48701
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 62604. Visual Culture in American Life, 1800–1915. 100 Units.
How has American society's insatiable thirst for visual media influenced the way US citizens
have viewed one another and portrayed themselves to others? In this course we will explore
the significance of what Raymond Williams called the "cultural revolution" for the lives
of ordinary men and women in the United States. This history encompasses subjects that
have retained their relevance in contemporary life, including racial and ethnic stereotypes,
armchair travel, virtual versus lived reality, authenticity and artifice, mass entertainment, city
life, celebrity, and gender. Readings will include a series of theoretical works in combination
with articles and monographs, to provide a broader underpinning for the problems of
perception and historical analysis at play in this realm of scholarly thought and practice.
Instructor(s): A. Lippert Terms Offered: Spring
Equivalent Course(s): AMER 62604,CRES 62604,GNSE 62604

HIST 62805. Colloquium: American Conservatism, 1945–Present. 100 Units.
This course explores the burgeoning historiography of American conservatism, tracing
the movement from its grassroots origins after World War II to its institutionalization and
militarization in the Reagan era to the rise of evangelicalism and Tea Party politics. We will
focus on the role of women in the movement, the ideological alliances in its founding, and
the roles of particular conservative groups in the movement's history. This course will move
both chronologically and thematically to explore fundamental questions about activism and
radicalization, grassroots and top-down ideologies, and the impact of conservative thought
and institutions upon American society and state in the late twentieth century.

Instructor(s): K. Belew Terms Offered: Spring
Equivalent Course(s): AMER 62805,CRES 62805,GNSE 62805
HIST 64201. Colloquium: The Limits of History. 100 Units.
This graduate colloquium will serve as a forum for free-flowing discussions of the fundamental problems (moral, political, epistemological) with which the professional study of history has been fraught since it took definite shape in the nineteenth century. Since this is the last time I will teach a graduate course before I retire, and in order to give a definite focus to our discussions, I will use this occasion to do something I have never done before: base our discussions on my own publications, from *The Limits of History* (2004) via "History and Religion in the Modern Age" (2006) to "Breaking up Time—Escaping from Time: Self-Assertion and Knowledge of the Past" (2013), *Past Sense* (2014), and "History, Law, and Justice: Empirical Method and Conceptual Confusion in the History of Law" (2015). In the second half of the quarter we may go on to read whichever related pieces of scholarship (such as perhaps Collingwood’s *Idea of History*, Winch’s *Philosophy and the Idea of a Social Science*, and Kuhn’s *Structure of Scientific Revolutions*) will seem to be most fruitful and pertinent in light of the turns our discussion have taken by that time.

Instructor(s): C. Fasolt Terms Offered: Autumn

HIST 64607. Colloquium: Marx VII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx's mature social theory. A prerequisite for the course is familiarity with the first volume of *Capital* in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of *Capital*. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.

Instructor(s): M. Postone Terms Offered: Winter
Equivalent Course(s): GRMN 45306, PLSC 46407

HIST 64608. Colloquium: Marx VIII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx's mature social theory. A prerequisite for the course is familiarity with the first volume of *Capital* in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of *Capital*. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.

Instructor(s): M. Postone Terms Offered: Spring
Equivalent Course(s): GRMN 45307, PLSC 46408
HIST 67102. Foundations of Human Rights. 100 Units.
This seminar will provide graduate students with an advanced introduction to the study of human rights, with a particular emphasis on locating contemporary issues and debates within the historical development of human rights discourses. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. Together we will explore the historical foundations of human rights from a range of disciplinary perspectives.
Instructor(s): A. Etinson Terms Offered: Autumn 2015
Note(s): Graduate students only
Equivalent Course(s): MAPS 30700,PHIL 31620,PLSC 31700,HMRT 30600

HIST 67601. Broadening Horizons Graduate Colloquium. 100 Units.
This course will provide graduate students in History with the opportunity to explore forms of dissemination of historical knowledge beyond the journal article and the monograph. After several weeks spent reading recent interventions on the topic, students will work in groups of three or four on projects that will culminate in the production of a blog, website, exhibition, script for tour guides, prose for visitors' guides, catalog, curricular initiative, YouTube video, or short film (among other options). Students will also be expected to develop potential clients for their product. Technical assistance will be provided.
Instructor(s): L. Auslander Terms Offered: Spring

HIST 69001. Colloquium: Slavery and Emancipations—Atlantic Histories. 100 Units.
This course explores political, economic, and cultural aspects of slave emancipations, emphasizing major transformations in Caribbean-Atlantic and North American slave systems since the first abolitionist measures of the mid-eighteenth through the early twentieth centuries. The interpretive possibilities opened by varying comparative frameworks will be considered in order to explore ways to think historically about material, ideological, and symbolic connections fashioned by slavery and the slave trade and the refashioning of these relationships in a world whose interconnections were increasingly premised on the illegitimacy of laws and many of the practices of enslavement.
Instructor(s): J. Saville Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): CRES 49001,LACS 69001

HIST 69100. Colloquium: The Antillean Plantation Complex. 100 Units.
This colloquium will examine the plantation complex as it developed in the Caribbean basin over the long eighteenth century (circa 1650–1825), with an emphasis on the French and British islands. We will pay particular attention to the long-debated role of plantation slavery and the production of tropical commodities in laying the basis for modern forms of capitalist accumulation. We will also consider demographic developments, the ecological impact of the plantation system, creole culture, metropole-colony relations, the role of Enlightenment thought, and gender.

Terms Offered: Autumn
Prerequisite(s): Capacity to read French desired but not required.
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. 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 structured around discussion of the assigned materials.
Instructor(s): J. Dailey and M. Tenorio Terms Offered: Spring
Prerequisite(s): Open to 1st-yr History graduate students only.

HIST 76305. Seminar 1: China, Late Empire to Republic. 100 Units.
This research seminar aims to help students produce an original and professional piece of research, totaling roughly ten thousand words, by the end of winter quarter. Topics need not be restricted to the chronological period or major themes covered by the course, which runs from the late 1700s to 1949. During the fall we will meet every week; reading assignment will combine examples of scholarship in a particular thematic area (e.g., gender history, environmental history, state formation, consumption, nationalism and ideas of subjecthood/citizenship), plus one or more original documents. (Some documents will be ones that our authors for that week relied upon; others may simply be chosen to give an idea of what kinds of sources you will encounter working in that area.) Many of them will be documents for which at least partial English translations are available, but I urge you to read them in Chinese if/when you can. Some weeks will also feature excerpts from Endymion Wilkinson's *Chinese History: A New Manual* (4th edition): an introduction to finding and using various research tools. There will be one short historiographic writing assignment for all students, but for students planning to take both quarters, most writing assignments will consist of steps towards their research paper: topic statements, annotated source lists, and so on. Students not planning to write research papers are welcome to take the autumn quarter only and will write different papers.
Instructor(s): K. Pomeranz Terms Offered: Autumn
Equivalent Course(s): EALC 46305

HIST 76306. Seminar 2: China, Late Empire to Republic. 100 Units.
Second quarter of a two-quarter graduate research sequence. Some general readings will continue, but the primary emphasis will be on students' work in progress.

Instructor(s): K. Pomeranz Terms Offered: Winter
Prerequisite(s): Hist 76305
Equivalent Course(s): EALC 46306

HIST 76601. Sem: Japanese Hist 1. 100 Units.
Reading and research in Japanese history, which culminates in a major seminar paper at the end of winter term.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): EALC 52300
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): S. Burns Terms Offered: Winter
Prerequisite(s): HIST 76601, part 1
Equivalent Course(s): EALC 52301

HIST 77001. Seminar: Modern East Asian History 1. 100 Units.
This is a reading and discussion seminar on modern East Asia, meaning China, Korea and Japan. We will read one book per week and discuss it in class. Students will be expected to prepare an opening five-minute critique of the week's reading to get our discussions going, and PhD students will write a seminar paper. MA-degree students will do either a paper that compares and contrasts four or five (good) books on East Asia, or a paper that deals with some particular problem or conundrum that derives from the readings or our seminar discussions. The second option is not a research paper, but one in which a premium is placed on your ability to think through a problem that appears in the reading or comes out of our discussions. That paper is due on the last day of exam week for those MA students taking the seminar for just the autumn term. In the winter quarter students will present their papers for discussion with the class.

Instructor(s): B. Cumings Terms Offered: Autumn
Equivalent Course(s): EALC 47001

HIST 77002. Seminar: Modern East Asian History 2. 100 Units.
In the winter quarter students will present their seminar papers for discussion with the class.

Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 77001
Equivalent Course(s): EALC 47002

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. 100 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 2016–2017 the first quarter of the seminar will be devoted to the study of social history in Latin American historiography, with an emphasis on agrarian and indigenous societies. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a autumn-quarter colloquium.
Instructor(s): E. Kouri Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Note(s): Open to PhD students; MA students with consent of instructor.
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): E. Kouri Terms Offered: Winter
Prerequisite(s): HIST 79101, part 1
Equivalent Course(s): CRES 79102,LACS 79102

HIST 81105. Seminar 1: Emperor Frederick II & 13th-Century Europe. 100 Units.
This course will use the reign of the Holy Roman Emperor Frederick II (d. 1250), who was also king of Sicily and king of Jerusalem, to introduce students to key issues in the history of thirteenth-century Europe. We will explore Frederick's place in German history and historiography as well as his broader influence and legacy, especially in the Mediterranean world. The emphasis will be on primary sources, and students will be introduced to paleography, diplomacy, sigillography, and numismatics while working with both published and unpublished source material. Reading knowledge of German and/or Italian is helpful but not required. Students with a relevant research language, such as Latin, will be encouraged to work with documents in that language.
Instructor(s): J. Lyon Terms Offered: Autumn

HIST 81106. Seminar 2: Emperor Frederick II & 13th-Century Europe. 100 Units.
The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Lyon Terms Offered: Winter
Prerequisite(s): HIST 81105
HIST 81503. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 1. 100 Units.
A two-quarter research seminar; the first quarter may be taken separately as a colloquium with the instructor's permission. The great works of literature, philosophy, art, architecture, music, and science which the word "Renaissance" invokes were products of a complex system of patronage and hierarchy, in which local, personal, and international politics were as essential to innovation as ideas and movements. This course examines how historians of early modern Europe can strive to access, understand, and describe the web of hierarchy and inequality that bound the creative minds of Renaissance Europe to wealthy patrons, poor apprentices, distant princes, friends and rivals, women and servants, and the many other agents, almost invisible in written sources, who were vital to the production and transformation of culture.

Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Grad students only; can be taken as a 1-qtr colloquium with permission.
Equivalent Course(s): CLAS 45116, KNOW 41402

HIST 81504. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 2. 100 Units.
The second quarter is mainly for graduate students writing a seminar research paper.

Instructor(s): A. Palmer Terms Offered: Winter
Prerequisite(s): HIST 81503
Equivalent Course(s): CLAS 45117, KNOW 41403

HIST 81601. Sem: Imperial Encounters 1. 100 Units.
This two-quarter seminar explores the range of encounters, collisions, and exchanges that modern European empires have fostered. Geographically, our readings traverse the space from Russia to the Atlantic world, covering overseas colonial empires as well as their overland counterparts; chronologically, they focus on the eighteenth, nineteenth, and twentieth centuries. We will consider imperial politics, migration regimes, and consumption as venues of cross-cultural contact and exchange; examine the role of empires in shaping economic thought, constructing racial and ethnic difference, and informing religious practices and gender norms; analyze how empires transformed the environment; and explore how the collapse of empires restructured networks, identities, and subjectivities. This course also aims to familiarize students with the range of sources that can be used to write the history of imperial encounters and to equip them with practical and professional skills vital to the historical profession.

Instructor(s): F. Albritton Jonsson & F. Hillis Terms Offered: Autumn
Prerequisite(s): Consent of instructors; proficient reading knowledge of a relevant research language other than English; students must register for both quarters.

HIST 81602. Sem: Imperial Encounters 2. 100 Units.
In the second quarter we focus on research topics for students writing the seminar paper.
Instructor(s): F. Albritton Jonsson & F. Hillis Terms Offered: Winter
Prerequisite(s): HIST 81601
HIST 83501. Seminar: Political Economy—America and the World 1. 100 Units.
This seminar examines key problems in the modern history of political economy. Readings include theory and history, and classic and recent scholarship.

Instructor(s): J. Levy and A. Stanley Terms Offered: Autumn

HIST 83502. Seminar: Political Economy—America and the World 2. 100 Units.
The second quarter will be devoted to the completion of the seminar paper.

Instructor(s): J. Levy and A. Stanley Terms Offered: Winter
Prerequisite(s): HIST 83501

HIST 86701. Seminar: International History 1. 100 Units.
In this two-quarter seminar, autumn term is devoted to reading and discussions and the winter term to student research papers. Readings introduce students to international, transnational, and global perspectives on the interaction of historical forces across national boundaries, among them: demographic, environmental, cultural, intellectual, and media exchanges along with the more traditional canon of military, political, and economic interactions.

Instructor(s): M. Bradley and J. Hevia Terms Offered: Autumn
Prerequisite(s): Open to graduate students only

HIST 86702. Sem: International Hist 2. 100 Units.
Students write the seminar paper in the winter quarter.

Instructor(s): M. Bradley and J. Hevia Terms Offered: Winter
Prerequisite(s): Hist 86701

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

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.