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
• 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
• 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
• Faith Hillis
• Jonathan Lyon
• Emily Osborn
• James Sparrow
• Amy Dru Stanley

Assistant Professors

• Kathleen Belew
• Eleanor Gilburd
• Alice Goff
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, Race and Religion, Reproduction of Race and Racial Ideologies, Russian Studies, and US History. Workshops ensure 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 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 October 20th of the third year. Students are examined in three Ph.D. fields in a two hour oral examination. By the end of the third year, 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 and all other requirements are complete.

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 including departmental fellowships funded by the Duncan and Barnard families and the Quinn foundation. 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 nine years from the date of matriculation for students entering the program in Autumn 2016 or later, 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 30307. The Spartan Divergence. 100 Units.
Sparta was a Greek city, but of what type? The ancient tradition, or at least the larger part of it, paints the portrait of an ideal city-state. The city was supposed to be stable and moderately prosperous. Its citizens were allegedly models of virtue. For many centuries the city did not experience revolutions and its army was invincible on the battlefield. This success was attributed to its perfect institutions. Following the track opened by Ollier’s Spartan Mirage, modern scholarship has scrupulously and successfully deconstructed this image of an ideal city. But what do we find if we go beyond the looking glass? Was Sparta really a city “like all the others”? This class will show that we must go deeper into our evidence in order to make sense of the extraordinary success followed by the brutal collapse of this very special city-state.
Instructor(s): A. Bresson Terms Offered: Winter
Equivalent Course(s): CLAS 34017,HIST 20307,CLAS 24017

HIST 30308. Gods and God in Imperial Asia Minor (1–300 CE) 100 Units.
Roman Asia Minor in the Imperial period provides an extraordinary case of religious plurality and creativity. Pagans, Jews, Christians, even already Christian heretics, interacted in the same space. The frontiers between Jewish and Christian communities were, at least at the beginning, more fluid than was long thought. But even the frontiers between paganism and Judaism or Christianity were certainly not as rigid as was later imagined. This does not mean, however, that there were no tensions between the various groups. This class will examine the various aspects of this religious diversity as well as the social and political factors that may explain the religious equilibrium prevailing at that time in Asia Minor.
Equivalent Course(s): CLCV 26017,HIST 20308,CLAS 36017

HIST 31004. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLAS 35808,HIST 21004,CLAS 24017,CLCV 25808
HIST 31902. History Christian Thought-2. 100 Units.

This second class in the History of Christian Thought sequence deals with the period from Late Antiquity until the end of the Early Middle Ages, stretching roughly from 450 through 1350. The following authors and themes will be analyzed and discussed: 1. The transition from Roman antiquity to the medieval period: Boethius and Cassiodorus; 2. The rise of asceticism in the West: the Rule of St. Benedict and Gregory the Great; 3. Connecting East and West: Dionysius the Areopagite and John Scotus Erfugena; 4. Monastic and Scholastic paragons: Anselm of Canterbury, Peter Abelard; 5. High-medieval monastic developments: Cistercians (Bernard of Clairvaux) and Victorines (Hugh and Richard of St. Victor), beguines (Hadewijch) and mendicants (Bonaventure); 6. Scholastic synthesis and spiritual alternatives: Thomas Aquinas, Marguerite Porete and Eckhart.

Instructor(s): Willemien Otten Terms Offered: Autumn
Equivalent Course(s): HCHR 30200, THEO 30200

HIST 32407. Medieval England. 100 Units.

How merry was "Olde England"? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly "English" society, and the place of devotion, art, and architecture in medieval English culture. Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.

Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 22407

HIST 32708. Planetary Britain, 1600–1900. 100 Units.

What were the causes behind Britain's Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): ENST 22708, HIPS 22708, CHSS 32708, HIST 22708

HIST 33006. Looting in Modern European History. 100 Units.

At the end of the eighteenth century Europeans recognized the seizure of enemy property to be a time honored practice of warfare and subjugation. At the same time, however, new ideas about human rights, cultural heritage, and international law began to reshape the place of looting in the exercise of power. This course will take up the history of looting in European cultural and political life from the late eighteenth through the twentieth centuries as a tool of nationalism, imperialism, totalitarianism, and scholarship. How was looting defined, who defined it, and what kinds of ethical and legal codes governed its use? How was the seizure of personal property, cultural artifacts, and sacred objects legitimized by its practitioners and experienced by its victims? In what ways did looting change the meaning of objects and why? How do we understand looting in relationship to other forms of violence and destruction in the modern period? While the focus of the course will be on Europe, we will necessarily be concerned with a global frame as we follow cases of looting in colonial contexts, through migration, exploration, and during war. Course materials will include primary texts, images, objects, and historical accounts. Students will be required to write a final historiographical essay.

Instructor(s): A. Goff Terms Offered: Autumn
Equivalent Course(s): HIST 23006

HIST 33414. Central Europe, 1740 to 1914. 100 Units.

The purpose of this course is to provide a general introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1740 until 1914. The course will be evenly balanced between consideration of the history of Prussia and later of kleindeutsch Germany, and of the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative, developmental features common both to the German and the Austrian experience, and, at the same time, to understand the ways in which German and Austrian history manifest distinctive patterns, based on different state and social traditions. There is no language requirement, although students with a command of German will be encouraged to use it.

Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Consent of instructor; third- and fourth-year undergraduates & first-year graduate students who have not yet had a general introduction to eighteenth- & nineteenth-century Central European history.
Equivalent Course(s): HIST 23414
HIST 33609. Returning the Gaze: The West and the Rest. 100 Units.
This course provides insight into the existential predicament of internalized otherness. We investigate identity dynamics between the “West,” as the center of economic power and self-proclaimed normative humanity, and the “Rest,” as the poor, backward, volatile periphery. We will focus on self-representational strategies of the “Rest” (primarily Southeastern Europe and Russia), and the inherent internalization of the imagined western gaze whom the collective peripheral selves aim to seduce but also defy. Two discourses on identity will help us understand these self-representations: the Lacanian concepts of symbolic and imaginary identification, and various readings of the Hegelian recognition by the other in the East European context. Identifying symbolically with a site of normative humanity outside oneself places the self in a precarious position. The responses are varied but acutely felt: from self-consciousness to defiance and arrogation, to self-exoticization and self-mythicization, to self-abjection, all of which can be viewed as forms of a quest for dignity. We will also consider how these responses have been incorporated in the texture of the national, gender, and social identities in European and other peripheries. Fyodor Dostoevsky, Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39023,CMLT 29023,CMLT 39023,HIST 23609,NEHC 29023,NEHC 39023,REES 29023

HIST 33707. Revolution. 100 Units.
Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.
Instructor(s): Robert Bird and Sheila Fitzpatrick Terms Offered: Autumn
Equivalent Course(s): REES 36064,HIST 23707,REES 26064

HIST 34213. Contact Zones: Japan's Treaty Ports, 1854–1899. 100 Units.
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Semicolonial sites in which Western citizens benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the student’s choice.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): EALC 24213,EALC 34213,GLST 26806,HIST 24213

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: Autumn
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500,EALC 34500,HIST 24500

HIST 35109. Introduction to the Philosophy of Science. 100 Units.
We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)
Instructor(s): T. Pashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,PHIL 32000,CHSS 33300,HIPS 22000,PHIL 22000

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): LLSO 20601,HIST 25300
HIST 35309. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 30502, HIST 25804, ISLM 30600, NEHC 20502
Note(s): Taking these courses in sequence is recommended but not required.

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Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 30502, HIST 25804, ISLM 30600, NEHC 20502
Note(s): Taking these courses in sequence is recommended but not required.

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 35421. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417, CLAS 35417, HIPS 25421, CHSS 35421, KNOW 21403, KNOW 31403, RLST 22121, HREL 34309, SIGN 26010, HIST 25421

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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601, RLST 20401, SOSC 22000, HIST 25610, ISLM 30601, NEHC 20601

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; and 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 35901. Radical Islamic Pieties, 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 25901, RLST 20840, NEHC 20840
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 aspects 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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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. Introduction to Latin American Civilization II. 100 Units.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This course 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). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, LACS 34800, SOSC 26300, LACS 16300
HIST 36106. Tropical Commodities in Latin America. 100 Units.
This course explores selected aspects of the social, economic, and cultural history of tropical export commodities from Latin America, e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): LACS 26106, LACS 36106, HIST 26106
HIST 36127. Latin America during the Age of Revolutions, c. 1750–1850. 100 Units.
During the period known as the Age of Revolutions, roughly spanning between 1750 and 1850, Latin American territories went from being colonies of two Iberian empires to being a collection of independent countries. This course examines the tumultuous history that led to the dissolution of the Spanish and Portuguese empires and the birth of new republics and monarchies in the Americas. The course begins by analyzing the imperial reforms of the eighteenth century and their relationship to Enlightenment thought. The course also considers the many tax revolts and indigenous and slave rebellions that surfaced in reaction to imperial reforms. The course then proceeds to examine the traumatic effects of the Napoleonic wars in the Iberian world, as well as the many innovative political experiments that came about in an effort to safeguard the Spanish and Portuguese empires. Finally, the course examines the many conflicts, wars, and liberation projects that ultimately culminated with Latin American independence. By the end of the course, students will have a firm understanding of the process of Latin American independence and its contribution to the formation of a new global order in the nineteenth century.
Instructor(s): F. Tavárez Terms Offered: Winter
Equivalent Course(s): LACS 26127,LACS 36127,HIST 26127

HIST 36220. Brazil: Another American History. 100 Units.
Brazil is in many ways a mirror image of the United States: an almost continental democracy, rich in natural resources, populated by the descendants of three continents, shaped by colonialism, slavery, and sui generis liberal capitalism. Why, then, has Brazil's historical path been so distinct? To explore this question, this course will focus on the history of economic development, race, citizenship, urbanization, the environment, popular culture, violence, and the challenge of democracy.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 26220,LACS 36220,HIST 26220

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 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 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): CRES 27900,EALC 27907,EALC 37907,HIST 27900

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: Spring
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 38906. Nineteenth-Century American Mass Entertainment. 100 Units.
Popular culture filters, reflects, and occasionally refracts many of the central values, prejudices, and preoccupations of a given society. From the Industrial Revolution to the advent of feature films in the early twentieth century, American audiences sought both entertainment and reassurance from performers, daredevils, amusement parks, lecturers, magicians, panoramas, athletes, and photographers. Amidst the Civil War, they paid for portraits that purportedly revealed the ghosts of lost loved ones; in an age of imperialism, they forked over hard-earned cash to relive the glories of western settlement, adventure, and conquest in Buffalo Bill's Wild West. Mass entertainment not only echoed the central events of the age it helped shape them: from phrenology as the channel for antebellum convictions about outward appearance (and racial identity), to the race riots following Jack Johnson's boxing victory over Jim Jeffries. Many of these entertainment forms became economic juggernauts in their own right, and in the process of achieving unprecedented popularity, they also shaped collective memory, gender roles, race relations, and the public's sense of acceptable beliefs and behaviors. This lecture course will examine the history of modern American entertainment over the course of the long nineteenth century.
Requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): CRES 28906,CRES 38906,GNSE 28906,GNSE 38906,HIST 28906

HIST 39304. Human Rights: Contemporary Issues. 100 Units.
This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, inter-governmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.
Instructor(s): S. Gzesh Terms Offered: Autumn
Equivalent Course(s): LACS 21001,LACS 31001,HIST 29304,LAWS 43245,LLSO 21001,HMRT 31001,HMRT 21001

HIST 39319. Human Rights: Philosophical Foundations. 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
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002,PHIL 31002,HIST 29319,LLSO 21002,MAPH 42002,LAWS 97119,HMRT 31002,INRE 31602,HMRT 21002

HIST 39516. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): CLCV 28517,CLAS 38517,HIPS 29516,CHSS 39516,KNOW 21406,KNOW 31406,RLST 22123,HREL 39516,SIGN 26011,HIST 29516

HIST 39519. Histories of Racial Capitalism. 100 Units.
This course takes as its starting point the insistence that the movement, settlement, and hierarchical arrangements of people of African descent is inseparable from regimes of capital accumulation. It builds on the concept of "racial capitalism," which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. With a focus on the African diaspora, this course will cover topics such as racial slavery, labor in Jamaica, banking in the Caribbean, black capitalism in Miami, the under development of Africa, mass incarceration, and the contemporary demand for racial reparations.
Instructor(s): D. Jenkins Terms Offered: Autumn
Equivalent Course(s): CRES 29519,CRES 39519,HIST 29519
HIST 39905. History of the Megalopolis in the Americas. 100 Units.
The megalopolis comprises a unique phenomenon where social conflicts, such as violence and inequality, and ecological devastation occur simultaneously with social mobility and economic, cultural, and political opportunities. And all occur at exponential rates. What historical factors made such monsters possible in the Americas? What do they tell us about larger urban, social, and cultural assumptions about history? The course will explore these questions, focused on such cities as Mexico City, Rio de Janeiro, São Paulo, Buenos Aires, New York City, Los Angeles, and Chicago.
Instructor(s): M. Tenorio Terms Offered: Spring
Equivalent Course(s): AMER 29905, AMER 39905, LACS 29905, LACS 39905, HIST 29905

HIST 42105. Cities and Towns in the Middle Ages. 100 Units.
It is true: most people in medieval Europe did not live in cities or towns. And yet, cities lay at the heart of the medieval world. Christians looked to become citizens of the heavenly Jerusalem, emperors and kings modeled their courts on Rome, scholars traveled to study in Paris, merchants and artisans set up shop in Venice and Bruges, Franciscans and Dominicans preached to the people in the market squares. This course explores the role of the city in medieval life as both idea and environment. Themes include the construction of cities, the occupations of the city, its political, economic, legal, educational, and administrative importance, life in the city with special emphasis on students, Jews, entertainers, and women, the virtues and aesthetics of the city, the city in warfare, and the change in the importance of cities and towns from the sack of Rome in AD 410 to the rise of the Hanse and the Italian city-states by the later fourteenth century.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor

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): GNDR 41400, HCHR 41401

HIST 43801. Russia and the World. 100 Units.
Interrogating the image of Russia as an inward-looking power that has pursued its own historical path, this seminar will examine Russia's interactions with the outside world in the early modern and modern periods. Topics to be considered include Russian participation in international trade and diplomacy, the role of European and Asian cultures in Russian intellectual life, Russia's role in migration and colonization processes, the status of minorities in the Russian empire and the Soviet Union, and Russia's role in the production of transnational ideologies. This is a reading-intensive seminar taught at the graduate level; it is open to undergraduates with solid knowledge of Russian/Soviet history who have obtained the instructor's permission. Knowledge of Russian is not necessary.
Instructor(s): F. Hillis Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates with consent of instructor & prior Russian history experience.

HIST 44802. Coll: Development of Modern Chinese Historical Field in the West, 1950-2010. 100 Units.
Reading and discussion of classics of historical literature in modern Chinese history from 1950 through the present. Emphasis on how historiographical changes during this period are manifest in each work. Each week students read and discuss the assigned monograph and write a review essay emphasizing its relationship to its historical context. The final requirement is a term paper in which the student constructs an analytical history of the historical literature of the period.
Instructor(s): G. Alitto Terms Offered: Spring
Prerequisite(s): HIST 44801
Note(s): EALC title needs to be updated to reflect new course title.
Equivalent Course(s): EALC 44802
HIST 45100. The Art of Healing: Medical Aesthetics in Russia & the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? How are these responses shaped by the rhetorical practices of doctors, researchers, and pharmaceutical companies, by the physical appearance of hospitals, offices, and instruments, or by smells and sounds? Why does the color of a pill influence its effectiveness, and how can placebos achieve what less inert medication cannot? How do predictions of success or failure affect treatment responses? When does technology instill confidence, and when does it produce a sense of degradation? Is the doctor seen primarily as a caregiver or a scientist, and how does this affect treatment outcomes? What is the aesthetic experience of being “sick”? In this course we will consider these problems from the vantage points of a medical professional and a cultural historian, focusing on material from the United States and Soviet/post-Soviet Russia. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice.
Instructor(s): William Nickell Terms Offered: Spring
Note(s): Consent of instructor required for undergraduates.
Equivalent Course(s): CDIN 43903, REES 43903

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 yoreyes? 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 ostensibly 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. Biones Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 37002, AMER 47002

HIST 47503. Colloquium: Chicago in United States Urban History. 100 Units.
This graduate colloquium will use Chicago as a lens through which to examine the history and historiography of the American urban experience from the early nineteenth century to the present.
Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 48400. Colloquium: United States Intellectual History. 100 Units.
The practice of intellectual history has famously been described as “like nailing jelly to the wall.” In this course, we will look at different methods, modes, and strategies employed by contemporary scholars in order to get a handle on the slippery topic of ideas in United States history. In addition to examining major trends in American thought since the nineteenth century, we will consider what the writing of ideas entails; where and how the disciplinary borders of history are drawn; how ideas travel; and how to think about ideas, ideologies, concepts, and thoughts in conjunction with the people, places, institutions, environments, non-human organisms, and material things that form the substrate of historical narratives.
Instructor(s): M. Rossi Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor
Equivalent Course(s): AMER 48400

HIST 49502. Colloquium: Colonialism, Globalization, and Postcolonialism. 100 Units.
This course deals with the relationships between Europe (mainly Britain, France, the Netherlands, and Germany) and tropical Africa, the Caribbean, South Asia, and Indonesia from the fifteenth century to the present. We will examine early modern trading-post and slave-plantation empires, their transformation into modern colonial states with European rulers and indigenous subject populations, and the fate of these territories as “postcolonies” in the late-twentieth- and early twenty-first-century global order. The analytic goal is to integrate politics (the formation of colonial regimes and successor nation-states), economics (the dialectics of colonialism, underdevelopment, and global capitalism), and culture (the construction of European and “Third World” identities via colonialism).
Instructor(s): R. Austen Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor
HIST 53502. Colloquium: History of the Human Sciences, 1700-1900. 100 Units.
In eighteenth- and nineteenth-century Europe several strands of inquiry into the human world, typically emulating the model of the natural sciences, underwent a process of expansion, methodological clarification, and, in some cases, institutional consolidation. In so doing they evolved into the now familiar disciplines of the modern research university, among them, anthropology, history, philology, sociology, political economy, and psychology. Through the reading of both primary and secondary sources, we will explore the rise of all of these human sciences, paying attention to the social, political, and economic context of their development during the Enlightenment, the decades of political upheaval that began in 1789, and the attempted stabilization after 1815. Following upon Jürgen Habermas's insight that psychology and political economy are the master disciplines of an emergent bourgeois society, we shall place particular emphasis upon the development of these sciences in France and Britain Primary sources may include Mandeville, Montesquieu, Locke, Condillac, Adam Smith, Condorcet, Malthus, Comte, Renan, Durkheim. While the course readings of the first quarter will focus on France and Britain in the eighteenth and nineteenth centuries, graduate students taking the course as a two-quarter research seminar may write papers outside those geographical and chronological boundaries.
Instructor(s): P. Cheney & J. Goldstein Terms Offered: Autumn
Prerequisite(s): Open to graduate students by consent of instructors; for students taking the 1-qtr colloquium, all readings are in English. Meets with HIST 73504.

HIST 55901. Coll: Politics and Culture in the German Democratic Republic. 100 Units.
This course approaches the history of the German Democratic Republic through a cultural lens. Guided by recent scholarship on material culture, consumerism, the arts, history and memory, industrialism, and urban space, we will aim to move beyond traditional bifurcations between the realm of high politics and the realm of everyday life to pay particular attention to the complex relationship between the two. How exactly did state socialism inflect East German culture? How were political subjectivities formed within and beyond the boundaries of the East German state? Where and how did resistance occur?
The last two weeks will be spent thinking concretely about how the answers to these questions ought to shape the ways historians, writers, archivists and curators approach telling the history of the GDR today.
Instructor(s): A. Goff Terms Offered: Spring
Prerequisite(s): Reading proficiency in German is welcome but not required.

HIST 56605. Colloquium: Chinese Nationalism(s) 100 Units.
An exploration of the development, spread, and nature of Chinese nationalism since roughly 1895, but with attention to how legacies from the imperial period have shaped these phenomena. (Those legacies include the borders and ethnic complexity inherited from the Qing by modern state-builders, as well as the still older legacies of a common written language and literary culture, elements of a common religious system, and a variety of labels for “Chineseness”—Hua, Han, etc.—with which people identified to varying degrees.) Attention will be paid both to state leaders’ attempts to create and mobilize nationalist sentiment and to various movements and practices originating elsewhere in society. Comparisons to nationalisms elsewhere, and general theories of nationalism, are not the main foci of the course, but will be invoked where they seem useful. Required readings will be in English, with recommendations available for material in Chinese. One short paper (5–7 pages) on one of a set of given topics; one longer paper (approximately 15 pages), with individualized topics; and one or two additional very short projects (1–2 pages each).
Instructor(s): K. Pomeranz Terms Offered: Spring
Equivalent Course(s): EALC 56605

HIST 56705. Colloquium: Modern Korean History 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 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 colloquium. 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
Prerequisite(s): Open to upper-level undergraduates with consent.
Equivalent Course(s): EALC 56705

HIST 56706. Colloquium: Modern Korean History 2. 100 Units.
Students present the subject, method, and rationale for a 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 colloquium. 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 56705; open to upper-level undergraduates with consent.
Equivalent Course(s): EALC 56706
HIST 56800. Colloquium: Introduction to Science Studies. 100 Units.
This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, “science studies.” The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial university, and the examined links between science and policy.
Instructor(s): A. Johns, K. Knorr Cetina
Terms Offered: Autumn
Equivalent Course(s): ANTH 32305, SOCI 40137, CHSS 32000

HIST 58301. Advanced Ottoman Historical Texts. 100 Units.
Based on selected readings from major Ottoman chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
Instructor(s): C. Fleischer
Terms Offered: Autumn, Spring
Prerequisite(s): Consent required
Equivalent Course(s): TURK 40589

HIST 58302. 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 Islāmdom 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 58303. Seminar: Ottoman World/Suleyman II. 100 Units.
No description available.
Instructor(s): C. Fleischer
Terms Offered: Winter
Prerequisite(s): NEHC 30852
Equivalent Course(s): NEHC 30853

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
Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): CMES 58601, NEHC 30943

HIST 58602. Colloquium: 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 58601; open to upper-level undergraduates with consent
Equivalent Course(s): CMES 58602, NEHC 30944

HIST 60606. Virginity and the Body in Late Antiquity & Early Middle Ages. 100 Units.
What did virginity mean to Christians in Late Antiquity, and how did this change and develop in the early medieval period? What notions of the body and bodilyness did an ideal of virginity encourage and support? We will begin by reading Peter Brown’s classic, *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity*, together with some of the primary sources Brown uses to make his case, and selected recent studies. We will then take this theme into the early Middle Ages through a reading of monastic rules, hagiographies, and other texts.
Instructor(s): Lucy Pick
Terms Offered: Spring
Equivalent Course(s): GNSE 44804, THEO 44804, HCHR 44804
HIST 60611. Colloquium: Corruption in Premodern Europe. 100 Units.
In this course we will examine the forms that political corruption took in premodern Europe. While we will emphasize reading and discussing secondary scholarship clustered around the themes of corruption and governmentality, we will also analyze medieval and early modern sources (in translation) that offer premodern perspectives on bad government and corrupt officials. Our goal will be to understand the different perceptions of corruption that existed in premodern Europe and to track how these perceptions changed under different political regimes.
Instructor(s): J. Lyon Terms Offered: Spring

HIST 61804. Coll: Caste, Identity, & Politics in So. Asia, c. 1600–present. 100 Units.
A course examining how the understanding of and debates on caste and related questions of power and identity have undergone major changes in early modern and modern South Asian history.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): SALC 61804

HIST 62505. Colloquium: US Legal History—Sovereignty, Property, Rights. 100 Units.
This course explores classic, recent, and theoretical/conceptual works in legal history, as well as selected landmark legal cases. Key themes include sovereignty and democracy, equality and difference, property and power, rights and equity. We will consider how the rule of law is studied in light of major historical transformations—the birth of the Republic, capitalist development, slavery abolition, and the emergence of the welfare state.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 62505

HIST 63002. US Politics & Soc Movements 20th Century. 100 Units.
This course will examine the scholarship of historians and "new institutionalist" social scientists to consider the role played by social movements in twentieth century U.S. politics. We will analyze the historical trajectories of social movements centered around civil rights, labor, women's rights, environmental protection, and consumer rights, as well as conservative movements from progressive era social policing to the rise of fundamentalism and the New Right. The course will compare these movements to other sources of political mobilization and influence, such as elected officials and other political elites, interest groups and lobbies, policy makers and bureaucrats, scientific and technical experts, coalitions, voluntary associations, and other NGOs.
Instructor(s): E. Clemens Terms Offered: Autumn
Note(s): Not being offered in 2017/2018
Equivalent Course(s): SOCI 50043

HIST 63904. Colloquium: Rise of the Carceral State. 100 Units.
This course explores the historical roots and late-twentieth century rise of mass incarceration in the United States. We will focus on three major themes: the emergence of the prison-industrial complex, histories of racialized prison labor, and local economies around prisons; racialized and militarized policing, mandatory minimums, and the war on drugs; and militarism more broadly in American life and culture. Within these historical trajectories, we will focus on mass incarceration as continuity and change with earlier moments; race and gender as rendered through the carceral state; and how the state itself has shifted to promote and accommodate militarized policing and large numbers of incarcerated people.
Instructor(s): K. Belew Terms Offered: Winter
Equivalent Course(s): AMER 63904

HIST 64301. Augustine Confessions. 100 Units.
This seminar is based on an in-depth reading of the *Confessions*, with use of the Latin text. Topics to be covered will be determined by consensus during the first week, but they may include the genesis of the work in relation to Augustine’s life and literary oeuvre (e.g. vis-à-vis the partly contemporary *De Doctrina* and *De Trinitate*); its structure (including the relationship between books I-X and XI-XIII) and narrative technique; its meditative versus dialogical character; Augustine’s representation of the self and his method of Biblical exegesis; Manichean and Neoplatonic influences; and ancient (Pelagius) and postmodern readings of the *Confessions* (Lyotard, Marion). Once-weekly meetings will consist of discussions, lectures, and reports.
Instructor(s): W. Otten and P. White Terms Offered: Spring
Equivalent Course(s): HCHR 47717, THEO 47717, LATN 47717

HIST 65600. Extra-Ordinary Ordinary: Rdgs & Writing Grassroots & Microhist. 100 Units.
This graduate seminar confronts the challenges of writing history from the bottom up. We will consider the theoretical legacies and challenges of postcolonial history writing, the linguistic turn, subaltern studies, and microhistory. The course pays special attention to different ways to grapple with sources and the construction of diverse archives.
Instructor(s): J. Ransmeier Terms Offered: Spring
HIST 66003. Theological Criticism: Christology. 100 Units.
The seminar on theological criticism aims to explore the problem of how constructive theology can best make use of historical sources and do so in responsible fashion. While simply adhering to one’s confessional tradition yields uncritical positions, an eclectic attitude towards historical sources may not be a wise alternative. Without forcing theologians to become historians, this seminar deals with the larger issue of how to select and use one’s source material in such a way that the historical work is methodologically sound and the theological end product accessible and informative, while remaining properly constructive. The seminar concentrates especially but not exclusively on the use of premodern sources but other, later sources will also be brought to the discussion. As the seminar is in large part student-driven, students are invited to bring in sources of their choice to the table as well. This year’s theological critical focus will be on Christology and is loosely structured around Kathryn Tanner’s Christ the Key. Authors to be included are Athanasius, Gregory of Nyssa, Augustine, Aquinas, Eckhart, Calvin, Schleiermacher, Barth, Rahner.
Instructor(s): Willemmien Otten Terms Offered: Spring Equivalent Course(s): THEO 57103,HCHR 51703

HIST 66208. The Religious Thought of Emerson and W. James. 100 Units.
This seminar focuses on late nineteenth-century American religious thought, centering on R.W. Emerson and William James, to see how their thought can be used productively today in light of contemporary constructive theological pressures. The theme will be on the interplay of nature and human nature, both in Emerson’s view of nature, moral perfectionism and religion, and in James’ view of religion. The work of Stanley Cavell (for Emerson) and Charles Taylor (on W. James) among others will help guide our discussions.
Instructor(s): Willemmien Otten Terms Offered: Autumn Equivalent Course(s): HCHR 42999

HIST 66606. Reason and Religion. 100 Units.
The quarrel between reason and faith has a long history. The birth of Christianity was in the crucible of rationality. The ancient Greeks privileged this human capacity above all others, finding in reason the quality wherein man was closest to the gods, while the early Christians found this viewpoint antithetical to religious humility. As religion and its place in society have evolved throughout history, so have the standing of, and philosophical justification for, non-belief on rational grounds. This course will examine the intellectual and cultural history of arguments against religion in Western thought from antiquity to the present. Along the way, of course, we will also examine the assumptions bound up in the binary terms “religion” and “reason.”
Instructor(s): Shadi Bartsch and Robert Richards Terms Offered: Winter Prerequisite(s): Consent required: Email sbartsch@uchicago.edu a few sentences describing your background and what you hope to get out of this seminar. Equivalent Course(s): DVPR 46616,KNOW 40201,CLAS 46616,CHSS 40201,PHIL 43011

HIST 68901. Modern Theories of the State. 100 Units.
The course will explore the context of late medieval and early modern theories of the state. We will read normative political and legal theory from Italy, England, Germany, Switzerland, and the Netherlands. Questions to be posed include: What is revealed about the claims made on behalf of states and sovereignty by commencing from an understanding of contemporary states as infrastructurally weak rather than strong? Early modern states evolved from earlier political forms. What political and normative work was performed by focusing, as so many theorists did, on fictive moments of origin? The overwhelming majority of macroregional powers in world history to that point had understood themselves to be empires. What contribution did thinking about empire make to the emergent notion of the national state?
Instructor(s): C. Ando, J. Pitts Terms Offered: Winter Equivalent Course(s): PLSC 41302

HIST 73504. Seminar: History of the Human Sciences 1, 1700–1900. 100 Units.
In eighteen- and nineteen-century Europe several strands of inquiry into the human world, typically emulating the model of the natural sciences, underwent a process of expansion, methodological clarification, and, in some cases, institutional consolidation. In so doing they evolved into the now familiar disciplines of the modern research university, among them, anthropology, history, philology, sociology, political economy, and psychology. Through the reading of both primary and secondary sources, we will explore the rise of all of these human sciences, paying attention to the social, political, and economic context of their development during the Enlightenment, the decades of political upheaval that began in 1789, and the attempted stabilization after 1815. Following upon Jürgen Habermas’s insight that psychology and political economy are the master disciplines of an emergent bourgeois society, we shall place particular emphasis upon the development of these sciences in France and Britain. Primary sources may include Mandeville, Montesquieu, Locke, Condillac, Adam Smith, Condorcet, Malthus, Comte, Renan, Durkheim. While the course readings of the first quarter will focus on France and Britain in the eighteenth and nineteenth centuries, graduate students taking the course as a two-quarter research seminar may write papers outside those geographical and chronological boundaries.
Instructor(s): P. Cheney and J. Goldstein Terms Offered: Autumn Prerequisite(s): Open to graduate students by consent of instructors; for students taking the 2-qtr seminar, a reading knowledge of a foreign language for research is required. Meets with HIST 53202.

HIST 73505. Seminar: History of the Human Sciences 2, 1700–1900. 100 Units.
In the second quarter we focus on research topics for students writing the seminar paper.
Instructor(s): P. Cheney and J. Goldstein Terms Offered: Winter Prerequisite(s): HIST 73504
HIST 76003. Seminar: Modern Chinese History I. 100 Units.
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 from the late-nineteenth to the late-twentieth century, including the rise of modern mass media and mass politics, urban and rural revolutions, the reorganization 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. The focus will be on the English-language secondary literature but 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.
Instructor(s): J. Eyferth Terms Offered: Autumn
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 76003
Equivalent Course(s): EALC 40503

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): J. Ketelaar Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): EALC 52300

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

HIST 79301. Seminar: Inequality in Latin American History 1. 100 Units.
This course is devoted to the issue of inequality in Latin America’s history and historiography. We will consider the role that inequality has played in shaping Latin American societies; we will also play close attention to the ways in which political and intellectual constructions of inequality have impacted the development of Latin American historiography. Throughout the course, we will pay particular attention to historical methodology. How do historians formulate their questions? How do theory and research inform one another? What constitutes creative and rigorous historical investigation? Issues covered will include colonialism, slavery, citizenship, social movements, and the Latin American manifestations of global inequalities.
Instructor(s): B. Fischer Terms Offered: Autumn
Prerequisite(s): Non-PhD students by consent of instructor.
Equivalent Course(s): LACS 79301

HIST 79302. Seminar: Inequality in Latin American History 2. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): HIST 79301
Equivalent Course(s): LACS 79302

HIST 84801. Seminar: Twentieth-Century US History 1. 100 Units.
This seminar will acquaint students with recent trends and development in twentieth-century US historical scholarship. Among the core themes will be assessing the emergence and consequence of state power and function; understanding the “progressive,” “liberal,” and “conservative” turns in politics; situating the rights revolution; considering the reorientation of society toward consumption and the fashioned self; mapping the scope and intensity of global ambitions, alignments, and authority; reckoning with the relation of American ascendency with war and empire. This quarter, in addition to introducing students to key works addressing these and other questions, will also embark upon the crafting of research proposals for required seminar papers, to be completed immediately after winter quarter in the second half of this course.
Instructor(s): A. Green Terms Offered: Autumn

HIST 84802. Seminar: Twentieth-Century US History 2. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): A. Green Terms Offered: Winter
HIST 89000. Sem: Race in the 20th-Century Atlantic World 1. 100 Units.
This seminar explores the "work" that race does on both sides of the Atlantic, focusing on the period from the turn of the twentieth century to the present. Topics covered will include national variations in how "race" is defined and invoked, including policies on the naming, gathering, and use of racial statistics; the changing uses of race in advertising and popular culture; the transatlantic impact of military service during World War I and II; how race figures in the politics and practices of biological reproduction and adoption; presentations of race in children's books, toys, and films; and how sports and the media shape and are shaped by racial ideologies. We will explore these topics as relatively autonomous developments within the nation-states composing the Atlantic world (with a particular focus on the United States, France, and Germany), but also note the transfers, connections, and influences across that body of water. Comparative references will be made to Great Britain, the Caribbean, and Brazil where most pertinent.
Instructor(s): L. Auslander and T. Holt Terms Offered: Autumn
Prerequisite(s): Open to graduate students only

HIST 89001. Sem: Race in the 20th-Century Atlantic World 2. 100 Units.
Students research and write the seminar paper in the winter quarter.
Instructor(s): L. Auslander and T. Holt Terms Offered: Winter
Prerequisite(s): HIST 89000

HIST 90000. Reading and Research: History Grad. 100 Units.
Independent study with history faculty. Graduate students only.
Instructor(s): Arr. Terms Offered: Autumn,Spring,Summer,Winter
Note(s): Select section from Faculty List.

HIST 90600. Orals Fields Preparation: History. 100 Units.
Independent study with history faculty to prepare for the history PhD oral-fields examination.
Instructor(s): Arr. Terms Offered: Autumn,Spring,Summer,Winter
Note(s): Enter section from faculty list.

HIST 99999. Advanced Slavic Linguistics. 100 Units.
The course covers advanced topics in the history of aeronautics.
Instructor(s): John Mark Hansen Terms Offered: Autumn. Not offered 2012-2013; Will be offered 2014-2015
Prerequisite(s): ANTH 33300
Note(s): Will taught in Greek
Equivalent Course(s): LING 99999,SLAV 99999
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.