DEPARTMENT OF HISTORY

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

Chair

- Emilio H. Kourí

Professors

- Clifford Ando, Classics
- Leora Auslander
- John W. Boyer
- Mark P. Bradley
- Alain Bresson, Classics
- Susan Burns
- Dipesh Chakrabarty
- Paul Cheney
- Bruce Cumings
- Brodwyn Fischer
- Cornell Fleischer, Near Eastern Languages and Civilizations
- Ramón Gutiérrez
- Jonathan Hall
- Adrian D.S. Johns
- James Ketelaar
- Emilio H. Kourí
- Jonathan Levy
- David Nirenberg, Committee on Social Thought
- Steven Pincus
- Kenneth Pomeranz
- Robert J. Richards
- Mauricio Tenorio
- John E. Woods
- Tara Zahra

Associate Professors

- Fredrik Albritton Jonsson
- Guy S. Alitto
- Dain Borges
- Matthew Briones
- Jane Dailey
- Jacob Eyferth, East Asian Languages and Civilizations
- Rachel Fulton Brown
- Eleanor Gilburd
- Adam Green
- Faith Hillis
- Jonathan Lyon
- Emily Lynn Osborn
- Ada Palmer
- Richard Payne
- Johanna Ransmeier
- Michael Rossi
- James Sparrow
- Amy Dru Stanley

Assistant Professors
Department of History

• Margaret M. Andrews
• Kathleen Belew
• Alice Goff
• Destin Jenkins
• Matthew Krueer

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. Helmholz, 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
• A. Holly Shissler, Near Eastern Languages and Civilizations

Emeritus Faculty
• Ralph A. Austen
• Kathleen Neils Conzen
• Edward Cook
• Prasenjit Duara
• Constantin Fasolt
• Sheila Fitzpatrick
• Michael Geyer
• Jan Ellen Goldstein
• Hanna Holborn Gray
• Harry Harootunian
• Neil Harris
• James Hevia
• Thomas Holt
• Ronald B. Inden
• Walter E. Kaegi
• Julius Kirshner
• Tetsuo Najita
• Julie Saville
• 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’s graduate students 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. Students and faculty have strong connections to the University of Chicago area studies centers and interdisciplinary centers such as the Center for East European and Russian/Eurasian Studies, Center for East Asian Studies, Center for Jewish Studies, Center for Latin American Studies, France Chicago Center, Nicholson Center for British Studies, Center for Human Rights, Center for the Study of Gender and Sexuality and Center for the Study of Race, Politics and Culture. International centers offer homes away from campus for students conducting research in Beijing, Delhi, and Paris.

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 and Mediterranean Worlds; East Asia: Politics, Society and Economy; East Asia: Trans-Regional Histories; Gender and Sexuality Studies; History and Theory of Capitalism; History, Philosophy and Sociology of Science; Interdisciplinary Approaches to Modern France; Latin American and the Caribbean; Medieval Studies; Medicine and Its Objects; Reproduction of Race and Racial Ideologies; Transnational Approaches to Modern Europe; 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 (GRE) 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. International applicants must meet English language requirements set by the school. The requirements can be met through a waiver, 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 s (admissions@ssd.uchicago.edu)sd-admissions@uchicago.edu (http://collegecatalog.uchicago.edu/graduate/departmentofhistory/ssd-admissions@uchicago.edu) or (773) 702-8415. The documents needed for the application can be uploaded through the online application.

PROGRAM FOR THE FIRST AND SECOND YEAR

Students register in coursework for the first year and complete a major research paper. These courses are taken for letter grades. 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.
Most students register in coursework and complete a second research paper in their second year. Students with previous masters degrees may petition to waive coursework or writing requirements in the second year.

**FIELD EXAMINATION AND PROPOSAL**

The Ph.D. field examination is taken after completion of coursework. Students are examined in three Ph.D. fields in a two-hour oral 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 and all other requirements are complete.

**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. Formal defense of the completed dissertation, written with the guidance of a three or four member dissertation committee, concludes the degree requirements.

**ARCHIVAL RESEARCH 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.

**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.

**HISTORY COURSES**

**HIST 30312. Imperialism before the Age of Empires? 100 Units.**

This course offers a critical analysis of the use of concepts such as empire and imperialism in the historiography of ancient Mesopotamia to address political formations that developed (and vanished) from the Early to Late Bronze Ages (mid-3rd to late-2nd millennium BCE). Drawing from theoretical studies on imperialism and the imperial constructions that developed in the Iron Age and beyond (starting with the Neo-Assyrian and Neo-Babylonian empires), this seminar will explore the nature of power, control, and resource management in these early formations, and how they (or not) as imperial policies. Students will address a substantial part of Mesopotamian history (from the Sargonic down to the Middle Assyrian and Babylonian periods) and study in depth some key historiographical issues for the history of Early Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, readings of secondary literature in common academic languages (especially French and German) are to be expected. This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and MA program in the CMES.

Instructor(s): Hervé Reculeau Terms Offered: Winter
Equivalent Course(s): NEHC 30737, HIST 20312, NEHC 20737

**HIST 30404. Troy and Its Legacy. 100 Units.**

This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the ‘Trojan War’ at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer’s Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.

Instructor(s): M. Andrews Terms Offered: Spring
Equivalent Course(s): HIST 20404, CLAS 30404, ANTH 36120, ANTH 26120, CLCV 20404, ARCH 20404

**HIST 30507. The Idea of Freedom in Antiquity. 100 Units.**

Freedom may be the greatest of American values. But it also has a long history, a dizzying variety of meanings, and a huge literature. This course will be an introduction to critical thinking on freedom (primarily political freedom) with an emphasis on Greco-Roman texts. The first half of the class will focus on Greek authors, including Herodotus, Euripides, and Aristotle. The second half will focus on Roman authors, from Cicero to Livy to Tacitus. The ancient texts will be supplemented by modern literature on freedom, such as John Stuart Mill and Isaiah Berlin.

Instructor(s): A. Horne Terms Offered: Autumn
Equivalent Course(s): CLAS 34319, HIST 20507, CLCV 24319, LLSO 24319
HIST 32611. Paris from ‘Les Misérables’ to the Liberation, c. 1830-1950. 100 Units.
Starting with the grim and dysfunctional city described in Victor Hugo’s ‘Les Misérables,’ the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city’s own view of itself through the prism of successive world fairs (expositions universelles).
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.
Equivalent Course(s): ENST 22611, FREN 32620, FREN 22620, ARCH 22611, HIST 22611

HIST 34612. Chinese Frontier History, circa 1600-Present. 100 Units.
A study of frontier regions, migration, and border policies in Qing (1644-1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where the Qing/China was adjacent to some other polity it recognized), ethically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration.
Instructor(s): K. Pomeranz Terms Offered: Autumn
Note(s): Friday discussion section registration is required, but only if you plan to attend. Discussions are optional and attendance is not required to receive course credit. Sect 1 (1.30) is for ugrads and sect 2 (2.30) is for grads.
Equivalent Course(s): EALC 24712, EALC 34712, HIST 24612

HIST 35318. Wonder, Wonders, and Knowing. 100 Units.
In wonder is the beginning of philosophy,’ wrote Aristotle; Descartes also thought that those deficient in wonder were also deficient in knowledge. But the relationship between wonder and inquiry has always been an ambivalent one: too much wonder stultifies rather than stimulates investigation, according to Descartes; Aristotle explicitly excluded wonders as objects of inquiry from natural philosophy. Since the sixteenth century, scientists and scholars have both cultivated and repudiated the passion of wonder; ON the one hand, marvels (or even just anomalies) threaten to subvert the human and natural orders; on the other, the wonder they ignite fuels inquiry into their causes. Wonder is also a passion tinged with the numinous, and miracles have long stood for the inexplicable in religious contexts. This seminar will explore the long, vexed relationship between wonder, knowledge, and belief in the history of philosophy, science, and religion.
Instructor(s): Lorraine Daston Terms Offered: Spring. Course to be taught Spring 2020
Prerequisite(s): Reading knowledge of at least one language besides English, some background in intellectual history. Consent is required for both grads and undergrads. This course will be taught the first five weeks of the quarter.
Equivalent Course(s): SCTH 30926, KNOW 30926, PHIL 30926, CHSS 30936

HIST 35621. Islamicate Civilization I: 600-950. 100 Units.
This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphes, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): MDVL 20201, NEHC 20201, NEHC 30201, HIST 15611, RLST 20201, ISLM 30201

HIST 35622. Islamicate Civilization II: 950-1750. 100 Units.
This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shiʿi states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the ‘gunpowder empires’ of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.
Instructor(s): Franklin Lewis Terms Offered: Winter
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-I (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 20202, RLST 20202, HIST 15612, NEHC 30202, ISLM 30202, MDVL 20202

HIST 35623. Islamicate Civilization III: 1750-Present. 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
HIST 35706. The History of Muslim Histories. 100 Units.
This course surveys Muslim history-writing in Arabic from its beginnings to the nineteenth century. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism developed from a symbol of peace to jingoist geopolitics. The positionality and portrayals of the images of Buddha are also considered and analyzed. Instructor(s): Holly Shissler Terms Offered: Spring Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements Equivalent Course(s): RLST 20203, NEHC 30203, NEHC 20603, HIST 15613, ISLM 30203

HIST 36317. Development and Environment in Latin America. 100 Units.
This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment? Instructor(s): John Holt Terms Offered: Autumn Equivalent Course(s): RLST 36511, NEHC 36322, LACS 36322

HIST 36320. Latin American Historiography, 19th-21st Century. 100 Units.
Review of recent trends in the history of the regions. Weekly reviews. Instructor(s): M. Tenorio Terms Offered: Autumn Equivalent Course(s): HIST 36320, LACS 26322, LACS 36322

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 knowledge of Latin America or urban studies helpful. Equivalent Course(s): HIST 26511, LACS 26511, LACS 26511, ARCH 26511

HIST 36703. Buddhism in Early Theravada Literature. 100 Units.
A critical examination of important canonical (Buddhavacana--attributed to the Buddha) and non-canonical (Pali literature central to the religious ‘imaginaire’ of Theravada Buddhists in Sri Lanka and Southeast Asia. Literary texts include Vinayapitaka (Book of Monastic Discipline), Dhammapada (didactic verses attributed to the Buddha), Mahaparinibbana Sutta (sermon recounting the final 3 months of the Buddha’s career), Vessantara Jataka (epic narrative of the Buddha’s next-to-last rebirth as a king), the Edicts of Asoka (proclamations of the 3rd c. B.C.E Indian emperor), Anagatavamsa Desana (prophecy of the future Buddha Metteyya), Mahavamsa (the monastic ‘Great Chronicle’ recounting the history of Buddhism) and royal inscriptions and paintings from the late-medieval period. Instructor(s): John Holt Terms Offered: Autumn Equivalent Course(s): HREL 36260, RLST 26260, SALC 36260, SALC 26260

HIST 36704. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.
The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism
has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.

Instructor(s): Sree Padma Holt Terms Offered: Winter

Equivalent Course(s): SALC 37440, HREL 37440, RLST 27440, SALC 27440, RLVC 37440, ARTH 27440, ARTH 37440

HIST 37709. Soul and the Black Seventies. 100 Units.

This course considers in what ways soul as cultural genre and style shaped, and was shaped by, the political, social, structural, cultural, and ethical shifts and conditions associated with the 1970s. It will focus on popular music as both symbolic field and system of production, while also taking up other forms of expression—literary, intellectual, institutional, activist—in order to propose an alternate, and compelling, archive for this era. The course intends to deepen understanding of the feel and meaning of soul by relating it to consequential legacies of the 1970s: urban identity and crisis, emerging limitations of racial reformism, the deepening class stratification of Black life, and the radical disruption of social norms through feminism, in particular Black feminism.

Instructor(s): A. Green Terms Offered: Spring

Prerequisite(s): Graduate students by consent of instructor.

Equivalent Course(s): CRES 37709, GNSE 37709, GNSE 27709, MUSI 27709, HIST 27709, CRES 27709, MUSI 37709

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: Autumn

Equivalent Course(s): INRE 31602, LLSO 21002, HMRT 31002, PHIL 31002, MAPH 42002, PHIL 21002, HIST 29319, HMRT 21002

HIST 39522. Europe’s Intellectual Transformations, Renaissance through Enlightenment. 100 Units.

This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interconnected intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the ‘new philosophy’ of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.

Instructor(s): A. Palmer Terms Offered: Autumn

Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.

Note(s): First-year students and non-History majors welcome.

Equivalent Course(s): KNOW 29522, HCHR 39522, KNOW 39522, RLST 22605, SIGN 26036, FREN 29322, FREN 39322, HIST 29522

HIST 39528. Spatial History: Theory and Practice. 100 Units.

This course will take a spatial history approach; that is, we will explore the transformation of nineteenth-century cities by focusing on the material ‘space’ of the city.

Instructor(s): S. Burns Terms Offered: Autumn

Equivalent Course(s): EALC 39528

HIST 42304. Patronage and the Production of Culture in Renaissance Italy and Her Neighbors. 100 Units.

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: Spring

Prerequisite(s): Upper-level undergraduates with consent of instructor; students taking course with the ITAL subject code must do readings in Italian.

Equivalent Course(s): KNOW 42304, ITAL 32304

HIST 44001. Colloquium: Ending Communism. 100 Units.

This course focuses on the demise of one of the most enduring, ambitious, appealing, transformative, and destructive political ideologies. We will consider the collapse of communism as a religion, an aesthetic, and a way of life, an economic system and a material culture, a political structure and an international order. We will also discuss communism’s afterlives in biographies and memoirs (including those of scholars). Topics include reforms and revolutions, political and cultural dissent, generations and languages, secrecy and publicity, travel and immobility, competing religions and rival ideologies, the Cold War and détentes, privileges and shortages, apartment blocks and palaces of culture, the Gorky Park, the Memento Park, and other Luna Parks. Our readings will range across Europe, focusing primarily on the Soviet Union and Eastern Europe in the last forty years of the twentieth century.
**HIST 45101. Agriculture: Ancient and Modern. 100 Units.**

This course surveys the history of agriculture and agrarian societies from the dawn of the Neolithic to the age of genetic modification and anthropogenic warming. Topics to be discussed include the origins of agriculture, domestication, population dynamics, soil husbandry, foodways, land tenure, dietary transitions, industrial agriculture, the Green Revolution, and climate change. We will read texts by James Scott, Emmanuel le Roy Ladurie, Elinor Ostrom, Deborah Fitzgerald, and others.

**Instructor(s):** E. Gilburd

**Terms Offered:** Autumn

**Prerequisite(s):** Upper-level undergraduates with consent of instructor.

**Equivalent Course(s):** REES 44001, HIST 45101

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**HIST 46401. Colloquium: History and Fiction. 100 Units.**

We will explore the relations among historical analysis, historical narrative, and fiction, with an emphasis on the Americas.

**Instructor(s):** P. Cheney

**Terms Offered:** Winter

**Prerequisite(s):** Upper-level undergraduates with consent of instructor.

**Equivalent Course(s):** CHSS 45101

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**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 search 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 yogores? What is a ‘model minority,’ and why did Asians inherit the mantle from Jews? What is a ‘protest minority,’ and why were Blacks and Jews labeled as such during the civil rights movement? How does race operate differently in an ostensible racial paradise like Hawai‘i? How do we understand race, nation, and decolonization in a global context, as evidenced by radical activism in California in the 1960s and ‘70s? We will critically interrogate the history of contact that exists between and among these diverse ‘groups.’ If conflicted, what factors have prevented meaningful alliances? If confluent, what goals have elicited cooperation?

**Instructor(s):** M. Briones

**Terms Offered:** Winter

**Equivalent Course(s):** AMER 47002, CRES 37002

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**HIST 47201. Colloquium: US Legal History. 100 Units.**

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

**Instructor(s):** A. Stanley

**Terms Offered:** Autumn

**Prerequisite(s):** Upper-level undergraduates with consent of instructor.

**Equivalent Course(s):** AMER 47201

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**HIST 47703. Colloquium: US Immigration History to 1965. 100 Units.**

America’s current immigration debate lends new urgency to understanding the nation’s earlier experiences of immigration and immigrants’ experiences of the nation—between the colonial period and the passage of the Immigration and Nationality Act of 1965. This graduate-level, US social history colloquium will explore the changing origins, processes, experiences, policies, and politics of American immigration within a globally comparative perspective. Weekly readings and discussion will encourage critical engagement with the historiography and with the sources and methods that have shaped changing interpretations; written assignments will include three brief review essays and a final paper in the form of a ‘mock proposal’ for a well-conceptualized research project on a significant issue within the history of American immigration.

**Instructor(s):** K. Conzen

**Terms Offered:** Spring

**Prerequisite(s):** Upper-level undergraduates with consent of instructor.

**Equivalent Course(s):** AMER 47201

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**HIST 49200. Colloquium: Approaches to Atlantic Slavery Studies. 100 Units.**

We are witnessing an outpouring of scholarship on Atlantic slavery even as some historians are increasingly critical of the archival method. This course uses select theoretical readings and recent monographs and articles to examine this conceptual and methodological debate. Topics to be examined include histories of women, gender, and sexuality; dispossession and resistance; urban and migration history; and interdisciplinary and speculative techniques.

**Instructor(s):** R. Johnson

**Terms Offered:** Winter

**Prerequisite(s):** Open to upper-level undergraduates with consent of instructor.

**Equivalent Course(s):** GNSE 49201, LACS 49200, CRES 49200
HIST 50002. Colloq: Africa in the Era of the Transatlantic Slave Trade. 100 Units.
This graduate course explores the history of the Atlantic world and the trade in enslaved human beings using a range of secondary and primary sources, from oral traditions to digital datasets to diaries and ship records. We will start by examining African social and political systems prior to European contact and then investigate the emergence of the trade in enslaved peoples as a major force of change across the oceanic basin. Themes of study include oral, archaeological, and textual sources of history; definitions and practices of enslavement; the dynamics of trade, gender, and warfare; and the making of the Atlantic world.
Instructor(s): E. Osborn
Equivalent Course(s): CRES 50002, GNSE 50002

HIST 50500. The Return of Migration: Mobility and the New Empiricism. 100 Units.
This seminar questions the prerogatives of disciplines in framing and explaining social change via mobility. Following earlier theories of diffusion to understand diachronic cultural change, and the subsequent contextual critiques that privilege historical contingencies and human agency, advances in identifying past human movement through techniques like ancient DNA genome testing have increasingly led to the revival of migration as a subject of focus and explanation. As growing interest in contemporary refugees and forced migration studies is showing, migration represents not just a wide-ranging practice of different types, but is a semantically charged and ambiguous term whose recent applications provide new opportunities to assess its interpretive advantages and limitations. Is the new empirical emphasis on migration re-racializing antiquity? What do we gain by studying concepts of diasporas, transnationalism, and border crossings in the premodern world? Why does migration matter? Divided into two parts, the course covers the conceptual and theoretical work in current literature on migration as well as applications to specific historical problems from ancient and modern Eurasia.
Instructor(s): James Osborne and Catherine Kearns Terms Offered: Winter
Equivalent Course(s): NEHC 42720, CLAS 42720, CDIN 42720

HIST 56705. Colloquium: Modern Korean History I. 100 Units.
By modern Korean history we mean Korea since its ‘opening’ in 1876. This term will be reading a number of books written by University of Chicago PhDs, in other words, by people who went through the same regimen some of you are beginning. This is a two-quarter course, although it may also be taken just for the autumn quarter. Students only taking the course for the autumn quarter must submit a 25-page paper during exam week; otherwise all requirements are the same. In the first quarter we will read about one book per week, and the colloquium will be devoted to an assessment of the reading. Before each session one student will write a 3-4 page paper on the reading, which will begin our discussion. All students should complete the reading before each seminar, and may be called upon at any time to discuss the reading.
Instructor(s): B. Cumings Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent.
Note(s): History graduate students have the option to enroll in this colloquium in autumn quarter only, with a research paper due in exam week.
Equivalent Course(s): EALC 56705

HIST 56706. Colloquium: Modern Korean History 2. 100 Units.
To the extent possible, research papers should be based in primary materials; ideally this means Korean, Japanese, or Chinese materials, but some students cannot use Korean or another East Asian language for research until they embark on dissertations. An abundance of English-language research materials are available on twentieth-century Korea: American, Korean, and Japanese official reports, the Foreign Relations of the United States series, newspapers, paper collections, microfilms, dissertations based in primary materials, etc.
Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 56705; upper-level undergraduates with consent of instructor.
Equivalent Course(s): EALC 56706

HIST 58602. Colloquium: Iran and Central Asia II. 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
Note(s): The 20–21 focus will be the Mongol world empire.
Equivalent Course(s): NEHC 30944, CMES 58602

HIST 59900. Colloquium: Histories of Inequality in Latin America. 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 explore 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: the ways in which historians formulate their questions, the interaction of theory and research, and the nature of historical research. Issues covered will include colonialism, slavery, citizenship, social movements, and the Latin American manifestations of global inequalities.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 59900
HIST 61802. Research Themes in South Asian Studies: Textual Transformations - From Manuscript to Print. 100 Units.

This graduate course offers an introduction to the theory and practice of book history and print culture studies, a relatively recent and vibrant field of inquiry within South Asian Studies. The course will explore some of the main theoretical approaches, themes, and methodologies of the history of the book in comparative perspective, and discuss the specific conditions and challenges facing scholars of South Asian book history. Topics include orality and literacy, technologies of scribal and print production, the sociology of texts, authorship and authority, the print 'revolution' and knowledge formation under British colonial rule, the legal existence of books, the economy of the book trade, popular print, readership and consumption. We will also engage with the text as material artifact and look at the changing contexts, techniques, and practices of book production in the transition from manuscript to print.

Instructor(s): U. Stark
Equivalent Course(s): CMLT 40101, SALC 40100

HIST 61901. Colloquium: Historical Texts of Hindu Nationalism. 100 Units.

This course will discuss and analyze some classic texts of Hindu nationalism, including those by Vivekananda, Savarkar, Golwalkar, and others.

Instructor(s): D. Chakrabarty and J. Pitts Terms Offered: Spring
Equivalent Course(s): SALC 61901, PLSC 61901

HIST 62601. Colloquium: Readings in American History I, to 1865. 100 Units.

This course explores major topics and historiographical debates in American history, spanning from first contact of Native Americans and Europeans to the US Civil War. Topics will include indigenous encounters with European empires; the Atlantic slave trade and racial slavery; the crisis of the British empire and American Revolution; the US Constitution; religious revivalism and political radicalism; western expansion and settler colonialism; and the causes of disunion. Students will gain an expansive overview of the field in preparation for oral examinations in US history.

Instructor(s): M. Kruer Terms Offered: Autumn

HIST 62602. Colloquium: Readings in American History II, from 1865. 100 Units.

This course is a companion to Readings I and is designed to assist graduate students in their preparation for qualifying exams. It explores major problems and methods in the historiography of the United States since the Civil War. The central goals of the course are to provide a thorough immersion in the major historiographical developments in the field of modern US history; to cultivate students’ ability to analyze important works of history and to synthesize patterns of scholarly intervention; and to help students develop their own analytical agenda and successfully articulate it in oral and written form. It combines readings in the ‘classics,’ including period-based debates, along with more recent topical concerns. Major interpretive themes knit together scholarly concerns under rubrics such as national and global capitalism; the environment; migration and urbanization; citizenship, the state, democratic politics, and its many discontents; and the ways in which all of these intersected with contested grassroots struggles over class, gender and sex, race and ethnicity, religion and ideology. Readings will also grapple with major events, periods, and patterns, including Reconstruction and its collapse, the Gilded Age and Progressive Era, WWI, the volatile interwar period, WWII, the Cold War, the Vietnam era, the age of Reagan, and the post-Cold War world.

Instructor(s): J. Sparrow Terms Offered: Winter

HIST 62706. Colloquium: Readings in Post-Emancipation African American History. 100 Units.

This course will introduce student to key topics in African American history, concentrated in the United States after slavery. Key themes will include the material and social legacies of Reconstruction, intersectional approaches to resistance, identity, and struggle, the changing relationship of blackness to citizenship, racial capitalism in an increasingly urban America, and culture as both self-definition and means to assimilation.

Instructor(s): A. Green Terms Offered: Autumn

HIST 63907. Colloquium: Whiteness and White Supremacy in US History and Culture. 100 Units.

This graduate colloquium explores the construction of whiteness in the United States from the colonial period to the present and the way whiteness and white supremacy have shaped American identity, culture, and politics.

Instructor(s): K. Belew
Prerequisite(s): Graduate students only by consent of instructor
HIST 65501. Colloquium: Science and American 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 attempt this feat with particular reference to the place of science in American ideas. 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; and 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

HIST 66504. Colloquium: History and Anthropology of the Present. 100 Units.
This graduate colloquium will focus on readings in history and anthropology, addressing three major contemporary political and social issues from a historical or an anthropological perspective: migration, environmental crisis, and the rise of far-right authoritarian and populist regimes. The colloquium will consider the provocatively different perspectives on these issues in historical and anthropological scholarship.
Instructor(s): S. Gal and T. Zahra Terms Offered: Autumn
Equivalent Course(s): ANTH 54606

HIST 67001. Colloquium: Comparative Empires. 100 Units.
This research colloquium introduces students to the burgeoning literature on empires on a global scale. The readings will include general accounts of empire as well as histories of particular empires and resistance to them. Students research and write a paper.
Instructor(s): S. Pincus & K. Pomeranz Terms Offered: Winter

HIST 67002. Colloquium: The Emergence of Capitalism. 100 Units.
This colloquium investigates the emergence of capitalism in 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): J. Levy & W. Sewell Terms Offered: Winter
Equivalent Course(s): SETH 67002, PLSC 67002

HIST 67400. Colloquium: Settler Colonialism, History and Theory. 100 Units.
This colloquium investigates the phenomenon of settler colonialism, a specific form of empire in which immigrant settlers seek to replicate their home societies through the expropriation of indigenous land and elimination of its population. The recent surge of scholarly interest in settler colonialism has not only revolutionized the study of settler societies in multiple geographic fields, but also established a theoretical scaffold for transnational and global indigenous studies. Yet settler colonial theory has some powerful detractors, and a lively debate about the merits of its formulations and the consequences of its application. This course will explore this burgeoning field by engaging with the theoretical literature and case studies that deploy the theory in a variety of contexts across the world. Its core focus is early modern and modern North America, but texts will include settler-indigenous contexts ranging from Australia and New Zealand, Hawaii, Taiwan, South Asia, Latin America, and Palestine.
Instructor(s): M. Krueger

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

HIST 67603. Public History Practicum. 100 Units.
This practicum provides graduate students with an introduction to the field of public history as well as the opportunity to work with institutional clients to produce an exhibit, a podcast, or a website to their specifications. It is designed to be valuable to graduate students planning to pursue academic careers, as well as those hoping to find a position in public history, journalism, or student services, among other fields. It will enhance your communication skills (writing, speaking, web design, and label and catalogue production) and give you first-hand experience with the challenges of working against hard deadlines with real clients. It will, therefore, give you the opportunity to develop expertise in forms of dissemination of historical knowledge beyond the journal article and the monograph. Key readings in public history will be interleaved with work on one of three (TBD) exhibition projects. I will ask you to list your site preference on the first day of class and to explain your choices, including the skills or knowledge that you would bring to the project. In groups of three to four, you will work closely with each institution at the same time as you brainstorm, report on, and present your work in progress to the class as a whole. The last two weeks of the course will be devoted to presentations of the exhibitions.
Instructor(s): L. Auslander Terms Offered: Spring
Prerequisite(s): Consent of instructor; email Prof. Auslander by 7th week of winter quarter 21
(lausland@uchicago.edu), if you are interested in taking the course.
Note(s): The course is open to PhD students in the Social Sciences and Humanities Divisions and the Divinity
School at any point in their residency as well as to MAPSS and MAPH students.

**HIST 70001. The Departmental Seminar I. 100 Units.**
The two-quarter History graduate seminar leads to the completion of the first-year research paper. In the
autumn quarter, students will investigate what makes for a good historical question and how to articulate its
implications. They will then discuss methods of learning from and interrogating historical work beyond their
areas of geographical, chronological, and methodological specializations. They will experiment with novel
questions, sources, and methods. Through work in peer review groups, the seminar will build structures of
camaraderie and common purpose to sustain the intellectual process. In a set of weekly readings, normally
one or two articles, students will learn and discuss the landscapes of history and its subfields. Each week,
different department faculty will join us to discuss research design, approaches to framing questions, methods
of discovering sources, and techniques for writing historiographical essays. Students will complete a variety of
short and often interactive assignments, including forming and workshopping research questions, source lists,
and a historiographical essay.
Instructor(s): K. Belew & S. Pincus Terms Offered: Autumn
Prerequisite(s): Consent of instructors; first-year History doctoral students only.

**HIST 70002. The Departmental Seminar II. 100 Units.**
The two-quarter History graduate seminar leads to the completion of the first-year research paper. In the winter
quarter, students will write and workshop their first-year research paper in concert with their peers and with an
outside faculty adviser. The seminar will provide instruction on methods of historical inquiry, argumentation,
writing as craft, evidence, style, and revision. Students will workshop two pieces of writing over the course of the
quarter, and will read and comment on the drafts of their colleagues.
Instructor(s): K. Belew & S. Pincus Terms Offered: Winter
Prerequisite(s): HIST 70001

**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. Oral 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.