Department of History

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

Chair
• Adrian D.S. Johns

Professors
• Clifford Ando, Classics
• Leora Auslander
• John W. Boyer
• Mark P. Bradley
• Susan Burns
• Dipesh Chakrabarty
• Paul Cheney
• Bruce Cumings
• Jane Dailey
• Brodwyn Fischer
• Cornell Fleischer, Near Eastern Languages and Civilizations
• Jonathan Hall
• Faith Hillis
• Adrian D.S. Johns
• James Ketelaar
• Emilio H. Kouri
• Jonathan Levy
• Kenneth Moss
• Steven Pincus
• Kenneth Pomeranz
• Robert J. Richards
• Mauricio Tenorio
• Tara Zahra

Associate Professors
• Fredrik Albritton Jonsson
• Guy S. Alitto
• Dain Borges
• Matthew Briones
• Jacob Eyferth, East Asian Languages and Civilizations
• Rachel Fulton Brown
• Eleonory Gilburd
• Adam Green
• Joel Isaac, Committee on Social Thought
• Rashauna Johnson
• Jonathan Lyon
• Emily Lynn Osborn
• Ada Palmer
• Richard Payne
• Johanna Ransmeier
• Michael Rossi
• James Sparrow
• Amy Dru Stanley

Assistant Professors
• Elizabeth Chatterjee
• 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’s graduate students are broadly distributed by field and backgrounds. Faculty members work in close concert with students in the small graduate seminars, colloquia, tutorials and workshops 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 advance the frontier of knowledge in their chosen subfield.
Students are strongly encouraged to take courses outside of History and to compose one of their three oral examination fields in a comparative or theoretical subject. 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, Hong Kong, 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; Modern France and the Francophone World; 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.

Testing requirements are reviewed annually and available in the online application. 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 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 are required to satisfactorily complete no less than twelve courses over the first two years in the program.

The twelve courses are as follows:

1. Two-quarter History seminar taken in the first year.
2. At least three graduate colloquia. These may be equivalent courses in other departments.
3. Up to three pass/fail reading courses for orals preparation (HIST 96000), typically completed in the second year.
4. With the permission of their faculty advisor, students in fields requiring three or more research languages may apply up to two language courses towards the department's twelve-course requirement for the PhD degree. In extraordinary circumstances, and again with the permission of their faculty advisor, students may petition GSAC to count more language courses towards their twelve-course requirement.
5. First-year students are required to complete a substantial research paper due at the end of Winter Quarter as part of the two-quarter History seminar.
6. Second-year students are required to complete a research paper under the supervision of their faculty advisor during Autumn or Winter Quarter. These research papers may be written as part of a colloquium,
or in a graded, independent research course led by the faculty advisor (HIST 90000). In certain cases, with
the support of their faculty advisors, students may petition to have this second research paper requirement
waived (typically, those with a relevant MA).

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. All language requirements for the field of study must be met
before the student enters candidacy for the degree.

EVALUATION FOR THE MA DEGREE

Students in the History graduate program may apply to receive the master’s degree in History once the
following requirements are met:

• Eight courses have been completed satisfactorily for a grade of B- or above
• A grade of high pass on a language exam, or equivalent
• Fulfillment of all administrative requirements (payment of fees and the like)

Note: Students leaving the program at the MA level can complete the foreign language examination with a
grade of pass (P).

FIELD EXAMINATION AND PROPOSAL

The Ph.D. field examination is taken at the end of the second year of study. 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. Students are expected to enter candidacy no
later than the end of Spring Quarter of their third year of study.

MENTORED TEACHING EXPERIENCES

Students in the PhD program are required to have three mentored teaching experiences. Students can
petition to complete up to five mentored teaching experiences. Students may serve as teaching assistants, interns
in Core sequences, lecturers in undergraduate courses or may co-teach with faculty. They may also take up a
prize lecturership. The department’s Von Holst Prize Lectureship gives three students the opportunity to teach
an independent course of their own design. The student’s teaching plan is drawn up in consultation with their
faculty advisor. All students are strongly encouraged to prepare a teaching statement and sample course syllabi
in preparation for their entry into the job market. Full guidelines on the Mentored Teaching Experiences are
available each year in the Guidelines for the MA and PhD Curricula.

RESEARCH AND CONFERENCE FUNDING

The department offers research, conference, and additional funding opportunities to students. The
Freehling, Kunstadter, and Sinkler families and friends have made funds available for research fellowships
to support funding for graduate students. The John Hope Franklin Fellowship was created to award students
working on African American or Southern U.S. history. The department holds two competitions per year to
award funds for archival research. Students can apply to receive up to $3,000 during each round. Additionally,
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. Students can receive up to $8,000 over their
career in travel funds from these competitions. The funds also provide generous conference funding for
PhD students. Up to $2,000 per student is awarded in conference funds with an annual cap of $1,000. Finally,
students may apply for special project grants to fund other academic needs, for example additional language or
paleography training, toward the completion of the PhD.

WORK ON THE DISSERTATION AND FINAL DEFENSE

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

HISTORY COURSES

HIST 30302. This is Sparta (or Is It?) 100 Units.
From Herodotos to Hitler, ancient Sparta has continued to fascinate for its supposedly balanced constitution, its
military superiority, its totalitarian ideology, and its brutality. Yet the image we possess of the most important
state of the Peloponnese is largely the projection of outside observers for whom the objectification of Sparta
could serve either as a model for emulation or as a paradigm of “otherness.” This course will examine the extant
evidence for Sparta from its origins through to its repackaging in Roman times and beyond and will serve as a
case study in discussing the writing of history and in attempting to gauge the viability of a non-Athenocentric
Greek history.
Instructor(s): J. Hall Terms Offered: Winter
Prerequisite(s): Consent of instructor
HIST 30602. Democratic Failure in Greece and Rome. 100 Units.
The course will study processes of democratic erosion and collapse in classical Athens and republican Rome.
Assignments: in-class presentations and a long paper.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): LLSO 29722, CLAS 31222, CLCV 21222, HIST 20602

HIST 3902. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.
Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of "barbarians" entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns—especially nationalism—that have often shaped historical accounts of ethnogenesis in the period as well as bio-historical approaches such as genetic history—that sometimes sit uneasily with the recent advances of historians.
Instructor(s): R. Payne Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates and graduate students.
Equivalent Course(s): NEHC 30802, LLSO 20902, MDVL 20902, NEHC 20802, HIST 20902, CLAS 33718, CLCV 23718

HIST 32124. Church and State in Medieval and Early Modern Political Thought. 100 Units.
The question of the relationship of church and state is one of the central themes in the history of European political thought. In this course, we will examine theories of the relationship between Gelasius’s “two swords” – the temporal and spiritual powers – in the medieval and early modern periods. Do church and state have distinct spheres of authority, and if so, where are the boundaries between them? Does the state depend on religion for its legitimacy? Is the church ultimately subject to state control, as with other civic associations? We will consider such questions as they arise in the writings of thinkers including Aquinas, Marsilius of Padua, Suárez, Bellarmine, and Hobbes, focusing on how they understand the relation of religion to political authority and how their understandings were shaped by historical events such as medieval conflicts between pope and emperor and the Protestant Reformation.
Instructor(s): S. Waldorf
Equivalent Course(s): HIST 22124

HIST 32203. The Holy Roman Empire, 800-1500. 100 Units.
During the first seven centuries of its existence the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen nations was ruled, at least in theory, by the emperors during the central and late Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 800 (Charlemagne’s coronation as emperor) and the early sixteenth century. Topics will include the changing nature of imperial authority from the Carolingians to the Habsburgs, the Church’s and the nobility’s establishment of quasi-independent lordships inside imperial territory, papal-imperial relations, and the eastward expansion of the empire.
Instructor(s): J. Lyon Terms Offered: Autumn
Note(s): Assignments: short paper(s) and a final exam.
Equivalent Course(s): MDVL 22203, HIST 22203

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.
Instructor(s): R. Fulton Brown Terms Offered: Winter
Note(s): Assignments: in-class presentation and a long paper.
Equivalent Course(s): MDVL 22407, HIST 22407

HIST 33006. Looting, Plunder, and the Making of Modern Europe. 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.

Instructor(s): N. Lebovic Terms Offered: Autumn
Note(s): This course will be taught by Nitzan Lebovic, the 22–23 Joyce Z. Greenberg Visiting Professorship in Jewish Studies.
Equivalent Course(s): HIST 23418, JWSC 23418, HIJD 36604, RLST 26604

HIST 33502. Germany and the Habsburg Empire, 1870-1914/1918. 100 Units.
The purpose of this course is to provide an introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1870 until 1914/1918. The course considers both the history of Prussia and of kleindeutsch Germany and 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 Habsburg experience and, at the same time, to understand the ways in which late Imperial German and Austrian history manifest distinctive patterns, based on different state and social traditions. The course involves a very significant program of reading, including many primary sources. Hence, students who opt to take the course should be prepared to devote a substantial amount of time to careful and thoughtful reading of the materials assigned. We will be considering many newer historiographical interventions and trends, but also many venerable older views and positions as well.
Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Reading knowledge of German strongly recommended.
Equivalent Course(s): HIST 23418, JWSC 23418, HIJD 36604, RLST 26604

HIST 34000. God, Self, Nation, and Revolution in East European Jewish Life and Thought, 1850-1939. 100 Units.
The course covers the history of the Jewish encounter with modernity on the fractured political, cultural, & social terrain of Eastern Europe. Modern Eastern European Jews collectively generated many of the modern forms of Jewish identity, politics, culture, & religion-Hasidism & ultra-Orthodoxy, Zionism & Jewish nationalism, & Jewish socialism-while individually forging an array of syntheses, hybrids, & even negations of Jewishness in relation to the unprecedented political, cultural, & social dilemmas of Eastern European life. Key foci include religious & cultural transformations within Jewish life from the late 18th c, which gave birth to Hasidism, Orthodoxy, & a Jewish Enlightenment movement; the 19th-c encounter with the invasive reformism of the Russian & Austro-Hungarian empires & later 20th-c ethnonationalisms; the recasting of everyday life & identity in relation to imperial interventions, changing cultural norms vis-à-vis authority, tradition, & gender, & dramatic social & economic transformations in late 19th-c Eastern Europe; the formation of modern Jewish nationalism; encounters between Jews & East European socialism & social radicalism; the development of a secular Jewish cultural sphere & an opposing Orthodox counterculture locked in conflict with each other, with rampant assimilation, & with new kinds of popular culture; relations between Jews & the other peoples & cultures of Eastern Europe; Jewish prospects & predicaments in the postimperial nation-state.
Instructor(s): K. Moss Terms Offered: Winter
Equivalent Course(s): REES 24000, HIJD 34000, RLST 20444, REES 34000, HIST 24000, JWSC 24000
HIST 34513. Documentary Chinese. 100 Units.
This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays, depositions ("confessions"), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook "The Rebellion of Chung Jen-chieh" (Harvard-Yanjing Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841-42 rebellion in Hupeh province. Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required. Instructor(s): G. Alitto Terms Offered: Spring
Prerequisite(s): A reading knowledge of modern (baihua) Chinese and some familiarity with classical Chinese (wenyan) or Japanese Kanbun. Other students may take the course with permission from the instructor. Equivalent Course(s): EALC 34513, EALC 24513, HIST 24513

HIST 34518. Women and Work in Modern East Asia. 100 Units.
Worldwide, women do about 75 percent of the world’s unpaid care and domestic work. They spend up to three hours more per day cooking and cleaning than men do, and anywhere from two to ten hours more per day looking after children and the elderly. Women’s underpaid work at home and in industry subsidized the early stages of industrialization in nineteenth-century Britain, early twentieth-century Japan, and contemporary China, and women’s unpaid contributions to their households enable employers worldwide to keep wages low. We know, at least in outline, how women came to carry double burdens in Europe and North America, but little research has been done so far about this process in East Asia. In this course, we will discuss when and how China, Japan, and Korea developed a division of labor in which most wage work was gendered male and reproductive work was marked female. Are current divisions of labor between men and women rooted in local cultures, or are they the result of industrial capitalist development? How do divisions of labor differ between the three East Asian countries, and how did developments in one East Asian country affect others? Instructor(s): Jacob Eyferth Terms Offered: Winter
Equivalent Course(s): GNSE 20121, EALC 34501, EALC 24501, HIST 24518, GNSE 30121

HIST 34905. Darwin’s "On the Origin of Species" and "The Descent of Man" 100 Units.
This lecture-discussion course will focus on a close reading of Darwin’s two classic texts. An initial class or two will explore the state of biology prior to Darwin’s Beagle voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin’s several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2019 was the 210th anniversary of Darwin’s birth and the 160th anniversary of the publication of On the Origin of Species. (B) (IV)
Instructor(s): R. Richards Terms Offered: Autumn
Note(s): Assignments: several short papers and one long paper.
Equivalent Course(s): PHIL 33015, FNDL 24905, HIPS 24901, HIST 24905, PHIL 23015, CHSS 38400

HIST 34908. Being Human: Histories of Paleoanthropology, Origins, and Deep Time. 100 Units.
What does it mean to be “human,” and how have different sciences been used at different points in time to answer that question? While the scientific discipline of paleoanthropology—the study of human evolution and the deep human past—only emerged at the start of the twentieth century, it grew out of both nineteenth-century investigations into mysterious stone tools and the fossils of strange prehistoric creatures and much older traditions about origins, creation, and the nature of human difference drawn from history, religious faith, and the mythological tradition. This seminar will explore the connected histories of paleoanthropology, prehistory, and the geosciences from the late eighteenth to the early twenty-first century, and consider how these sciences have been shaped by ideas about history, human nature, gender and race, and the earth itself.
Instructor(s): E. Kern Terms Offered: Spring
Note(s): Assignments: two short papers and one long final research paper.
Equivalent Course(s): HIPS 24908, HIST 24908, CHSS 34908

HIST 35027. Infrastructure Histories. 100 Units.
Dams, sewers, container ships, water pipes, power lines, air conditioning, and garbage dumps: the critical infrastructures that enable modern life are so often invisible, except when they fail. This course explores the historical role of infrastructure as a set of planet-spanning systems of resource extraction and crucial conduits of social and political power. Looking at cases from apartheid South Africa and the Suez Canal to Mumbai and Chicago itself, we will consider the relationship of infrastructure with capitalism, settler colonialism, and postcolonial development. We will see how forms of citizenship and exclusion have been shaped and negotiated via wires, leaky pipes, and improvised repairs, and we will consider perhaps the biggest question of all: In this age of ecological crisis, do energy-guzzling infrastructural systems have a strange form of more-than-human agency all of their own? Instructor(s): L. Chatterjee Terms Offered: Autumn
Note(s): Assignment: a long paper
Equivalent Course(s): CHSS 35270, HIST 25027, ARCH 25027, ENST 25027, HIPS 25270

HIST 35200. Explorations of Mars. 100 Units.
Mars is more than a physical object located millions of miles from Earth. Through centuries of knowledge-making people have made the "Red Planet" into a place that looms large in cultural and scientific imagination. Mars is now the primary target for human exploration and colonization in the Solar System. How did this happen? What does this mean? What do we know about Mars, and what’s at stake when we make knowledge about it? Combining perspectives from the social sciences and humanities, this course investigates how knowledge about Mars is created and communicated in not only science and technology fields but across public culture. A major focus will be learning how Mars has been embedded within diverse social and political projects here on Earth. Through reading-inspired group discussions and instructor-led experiential research projects, the course will move from the earliest visual observations of Mars to recent robotic missions on the planet’s surface. In doing so, this seminar will critically grapple with evolving human efforts to make Mars usable. No prior knowledge of Mars is required.
Instructor(s): Jordan Bimm Terms Offered: Autumn
Equivalent Course(s): ENST 26070, KNOW 36070, HIPS 26070

HIST 35304. Goethe: Literature, Science, Philosophy. 100 Units.
This lecture-discussion course will examine Johann Wolfgang von Goethe’s intellectual development, from the time he wrote Sorrows of Young Werther through the final states of Faust. Along the way, we will read a selection of Goethe’s plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe’s coming to terms with Kant (especially the latter’s third Critique) and his adoption of Schelling’s transcendent idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in “the eternal feminine.” (B) (IV)
Instructor(s): R. Richards Terms Offered: Winter
Note(s): German would be helpful, but it is not required. Assignments: four papers (5–8 pages each).
Equivalent Course(s): PHIL 30610, FNDL 25315, KNOW 31302, GRMN 35304, PHIL 20610, HIST 25304, CHSS 31202, HIPS 26701, GRMN 25304

HIST 35308. Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences. 100 Units.
In this course we will examine the ways in which different groups of people-in different times and places-have understood the nature of life and living things, bodies and bodily processes, and health and disease, among other notions. We will address these issues principally, though not exclusively, through the lens of the changing sets of methods and practices commonly recognizable as science and medicine. We will also pay close attention to the methods through which scholars in history and anthropology have written about these topics, and how current scientific and medical practices affect historical and anthropological studies of science and medicine.
Instructor(s): M. Rossi Terms Offered: Spring
Equivalent Course(s): KNOW 30202, ANTH 34307, CHSS 35308, HIST 25308, ANTH 24307, KNOW 25308, HIPS 25808

HIST 35421. Renaissance Book History: Censorship and the Print Revolution. 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 rare books and archival materials. 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, with a 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.
Instructor(s): A. Palmer
Note(s): Assignments: short and long papers, alternative assignments
Equivalent Course(s): HIST 25421, RLST 22121, CLCV 25417, CLAS 35417, HREL 34309, CHSS 35421, SIGN 26010, KNOW 21403, HIPS 25421, KNOW 31403

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): Cornell Fleischer Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): MDVL 20840, RLST 20840, HIST 25901, ISLM 30840, NEHC 20840, NEHC 30840
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 course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 36101. Introduction to Latin American Civilization I. 100 Units.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.
Instructor(s): A. Kolata & S. Newman Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, LACS 34600, CRES 16101, LACS 16100, HIST 16101, SOCS 26100

HIST 36102. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): M. Hicks Terms Offered: Winter
Equivalent Course(s): SOCS 26200, LACS 16200, LACS 34700, CRES 16102, ANTH 23102, PPHA 39770, HIST 16102

HIST 36103. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): CRES 16103, LACS 16300, HIST 16103, PPHA 39780, ANTH 23103, SOCS 26300, LACS 34800

HIST 36411. Literature and History in the Ibero and Ibero-American World. 100 Units.
The course will explores the relations between literature writing (novels, short stories, poetry, essays) and history writing in the Ibero and Ibero-American world, from the 1800s to the 1970s. The focus will be on Spain, Portugal, Brazil, Mexico, Rio de la Plata, and Cuba. The course will deal with historical prose in its own language broth and with literature both as form of and evidence for history.
Instructor(s): M. Tenorio Terms Offered: Winter
Note(s): Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory. Assignments: two short essays.
Equivalent Course(s): HIST 26411, LACS 26411, LACS 36411

HIST 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO’s new government.
Instructor(s): M. Tenorio Terms Offered: Winter
Note(s): Assignments: two essays.
Equivalent Course(s): LACS 36500, HIST 26500, LACS 26500, CRES 26500, LLLO 26500

HIST 36507. Brazil. 100 Units.
This course will survey the history of Brazil, 1500-2023, with emphasis on the twentieth century. It will raise questions concerning slavery and forms of freedom, the consequences of rapid industrialization and urbanization, meanings of popular culture, and the implications of religious diversity and change.
Instructor(s): D. Borges Terms Offered: Spring
Note(s): Assignments: short papers, midterm test, map quiz, in-class presentation, long paper.
Equivalent Course(s): LACS 26507, HIST 26507, LACS 36507

HIST 37006. Not Just the Facts: Telling About the American South. 100 Units.
The great jurist Oliver Wendell Holmes Jr. once observed: “The main part of intellectual education is not the acquisition of facts but learning how to make facts live.” This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of “truth.”
Instructor(s): J. Dailey Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates; graduate students by consent of instructor.
Note(s): Assignments: three short papers.
Equivalent Course(s): LLLO 25411, AMER 37006, HIST 27006, AMER 27006
HIST 37103. American Revolution in Global Context. 100 Units.
What happens if one thinks about the American Revolution as an event in global rather than national history? This course will introduce students both to the literature on global history and the historiography of the American Revolution. The bulk of the class will focus on primary materials and introduces various contexts for understanding the American Revolution, such as the Corsican Revolt, the Irish Revolution, the first Falklands Crisis, and the Tupac Amaru Rebellion, and the creation of British India. The course will also think about the global consequences of the revolution. Did the American Revolution change the course of global history? What were its social, political, and intellectual consequences?

Instructor(s): Michael Conzen
Terms Offered: Autumn

Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.
Equivalent Course(s): LLSS 27103, HIST 27103

HIST 37310. African American History, 1865-2016. 100 Units.
This class will introduce students to the key themes, events, problems and advances within African American history, after the end of slavery. Readings will include Reconstruction-era documents, Ida B. Wells, Ned Cobb, W. E. B. Du Bois, Howard Thurman, Septima Clark, Philippe Wamba, and Audre Lorde among others.

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

Note(s): Assignments: two short (3-6 pp) papers and one long 10-15 pp) paper for undergraduates; one short (5-7 pp) and one long (15-20 pp) for graduate students.
Equivalent Course(s): HIST 27310, AMER 27310, CRES 27330

HIST 37506. Changing America in the Last 100 Years. 100 Units.
This course examines the economic and social forces that have transformed the critical character and performance of the major regions of the United States since the 1920s, and how the interactions between regions has profoundly shifted. The course completes the historical sweep of American geographical development following on from the Autumn course, Historical Geography of the United States, but can be taken as an independent course. Emphasized are the ways in which socio-cultural, technological and economic changes have played out differently across continental space, and produced variable environmental consequences. An all-day field trip in the Chicago region visits sites that reflect some of the larger forces at work at the intra-regional scale.

Instructor(s): Michael Conzen
Terms Offered: Winter

Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.
Equivalent Course(s): GEOG 32101, ARCH 27506, ENST 22101, HIST 27506

HIST 38006. Fundamentalism. 100 Units.
Is fundamentalism a useful term that allows us to compare anti-modern movements across a range of religious traditions? Or is it a hopelessly problematic term that lumps together vastly different phenomena? This course will use the troubled career of “fundamentalism” as a window onto the modern history of religion and the people who study it. We will begin by focusing on the origins of fundamentalism: as a description of the political mobilization of conservative Protestants in the United States at the turn of the twentieth century. From there, we will broaden our perspective, considering how the term “fundamentalist” has been applied to Islamic, Jewish, and Hindu movements, as well as to secular phenomena like Marxism and nationalism. At each step of the way we will consider not only “fundamentalism” itself but also the people who study it and those who mobilize against it. Ultimately, we will ask: is fundamentalism an idea whose time has come again, or one whose time has come and gone?

Instructor(s): William Schultz
Terms Offered: Autumn

Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): RAME 41440, HIST 41440, HCHR 41440, RLST 41440

HIST 38301. Early American Political Culture, 1600-1820. 100 Units.
This colloquium examines the culture and practice of political participation in early America, with a comparative look at early modern England. It traces the formation of a deferential, nonpartisan politics in the colonies, and its replacement in the Revolutionary era with politics that increasingly used political party as a means of democratic participation.

Instructor(s): E. Cook
Terms Offered: Winter

Note(s): Assignments: three short papers.
Equivalent Course(s): LLSS 27102, HIST 28301

HIST 38800. Historical Geography of the United States. 100 Units.
This course examines the historical and geographical roots of American regional diversity and national spatial organization, from 1500 to 1920, and asks why American regions have developed and retained distinctive characteristics-and what consequences this has had for contemporary society. These issues are pursued through an examination of colonization processes, economic development, spatial differentiation, settlement patterns and the changing role of cities. The emphasis is on the kind and quantity of European cultural transfer, physical changes wrought by colonization, the modification of natural environments, the conquest of distance, and the general approach of American society to the uses of space. This course requires no prerequisites. There will be an all-day field trip in the Chicago region.

Instructor(s): Michael Conzen
Terms Offered: Autumn

Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.
This course offered in the Autumn Quarter of even-numbered years
This course will explore the history of labor and laboring people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, and race and sex difference in the workplace.

Instructor(s): A. Stanley Terms Offered: Winter
Prerequisite(s): Graduate students by consent of instructor
Note(s): Assignments: short papers and an in-class presentation
Equivalent Course(s): LLSO 28800, GNSE 28800, HIST 28800

HIST 39002. The Age of Emancipation. 100 Units.
Did the emancipation of millions of African-descended people from the bonds of chattel slavery-beginning with the 1791 slave rebellion in Haiti and ending with Brazilian abolition in 1888-mark the beginning of an irrevocable march towards Black freedom? Or was it merely an evolution in the continuing exploitation of Black people throughout the Americas? This course scrutinizes the complex economic, political, ideological, social, and cultural contexts that caused and were remade by emancipation. Students are asked to consider emancipation as a global historical process unconstrained by the boundaries of the modern nation-state, while exploring the reasons for and consequences of emancipation from a transnational perspective that incorporates the histories of the United States, the Caribbean, Latin America, and Africa. By focusing on the ideological ambiguities and lived experiences of enslaved people, political actors, abolitionists, religious leaders, employers, and many others, this seminar will question what constitutes equality, citizenship, and freedom. Finally the course will explore what role emancipated slaves played in shaping the historical meanings and practices of modern democracy.
Instructor(s): M. Hicks Terms Offered: Winter
Note(s): Assignments: short and long papers.
Equivalent Course(s): HIST 29002, CRES 27002, LACS 29002, LACS 39002

HIST 39422. Ancient Stones in Modern Hands. 100 Units.
Objects from classical antiquity that have survived into the modern era have enticed, inspired, and haunted those who encountered or possessed them. Collectors, in turn, have charged ancient objects with emotional, spiritual, and temporal power, enveloping them in all aspects of their lives, from questions of politics and religion to those of race and sexuality. This course explores intimate histories of private ownership of antiquities as they appear within literature, visual art, theater, aesthetics, and collecting practices. Focusing on the sensorial, material, and affective dimensions of collecting, we will survey histories of modern classicism that span from the eighteenth century to the present, from the Mediterranean to the Pacific. Historical sources will include the writings of Johann Gottfried Herder, Johann Joachim Winckelmann, Emma Hamilton, Vernon Lee, and Sigmund Freud, among others; secondary source scholarship will draw from the fields of gender studies, the history of art, art history, and the history of emotions. We will supplement our readings with occasional museum visits and film screenings.
Instructor(s): S. Estrin & A. Goff Terms Offered: Autumn
Prerequisite(s): Instructor consent required. Email both instructors describing your interest in the course, how it fits into your broader studies, and any relevant background (agoff@uchicago.edu & sestrin@uchicago.edu) by the Friday before Aut pre-registration (undergrad) or the Friday before Aut registration (grad). This is a traveling seminar that includes a 5-day trip to visit California museum collections.
Note(s): Assignments: Active participation in discussion, in-class presentation, collection review, and final paper.
Equivalent Course(s): ARTH 20304, ARTH 30304, CLAS 31019, HIST 29422, CLCV 21019

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 interlinked 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: Winter
Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.
Note(s): First-year students and non-History majors welcome. Assignments: short and long papers, alternative projects.
Equivalent Course(s): SIGN 26036, RLST 22605, KNOW 29522, KNOW 39522, FREN 29322, HCHR 39522, FREN 39322, HIST 29522

HIST 39538. Global Jewish History since the 1960s. 100 Units.

Jewish history around the globe since the mid-century watershed of the Holocaust of European Jewries; the establishment of a Jewish nation-state and a majority-Jewish Israeli society marked by radically new forms of Jewish culture and profound divisions of identity, ideology, and inequity; the unmaking of Jewish life in the Middle East and North Africa; the unprecedentedly full integration of American Jews into the political, economic, and cultural life of a global power; the total assimilation but stigmatization of Soviet Jews, and the further entanglement of Jewish and Palestinian life after 1967. Examines Jewish political, cultural, religious, and intellectual life with a particular focus on the creation and then ongoing crisis of secular Jewishness in Israel, the complexities of full integration in a dynamic but deeply fissured United States, the evolution of the Israeli-Arab conflict, and the deepening of Israeli domination over Palestinian life, feminism and the transformation of Jewish communal life, resurgent traditionalist religiosity, and rising disagreements over Zionism, identity, politics, and the Jewish future roiling Jewish communities.

Instructor(s): K. Moss Terms Offered: Spring
Note(s): Assignments: short and long papers, in-class presentations
Equivalent Course(s): HIST 29538, NEHC 39538, JWSC 29538, NEHC 29538, RLST 20751, HIJD 30751

HIST 44802. Development of Modern Chinese History 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): Open to upper-level undergrads with consent of instructor
Equivalent Course(s): EALC 44802

HIST 45300. Global Science. 100 Units.

Is all science global, and if so, how did it get that way? Are some sciences more global than others? What has been at stake historically in describing scientific activity as variously local, transnational, international, or global, and how have these constructions influenced the historiography of the field? In this graduate colloquium, we will explore different approaches to writing and examining scientific knowledge production as a global phenomenon, as well as considering different historiographic attempts at grappling with science’s simultaneously local and global qualities, poly-vocal nature, and historical coproduction with global political and economic power.

Instructor(s): E. Kern Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CHSS 45300

HIST 49304. The Global History of Money. 100 Units.

This course explores the last five hundred years of global economic history from the perspective of the evolving institution of money. After considering theories of money, we address the histories of three global currencies: silver, gold, and the US dollar. The course studies the role that silver played in the emergence of global capitalism during the European conquest of the Americas, given Asian demand for silver; the rise of the international gold standard in the nineteenth-century era of the Industrial Revolution, as well as the role gold played in the Great Depression; the role of the US dollar in the post-World War II international monetary system, as well as in the more recent era of globalization, including challenges today to the dollar’s hegemony by other state currencies, as well as cryptocurrencies.

Instructor(s): J. Levy Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor

HIST 51400. Colloquium: Global British Empire in a Comparative Perspective. 100 Units.

This colloquium will both introduce students to the literature on the British Empire in the seventeenth, eighteenth, and nineteenth centuries and the burgeoning, sophisticated, and interdisciplinary literature on comparative empires. We will discuss empires from the perspective of both the colonizers and colonized, discuss the virtues and limitations of the settler colonial paradigm, and consider empires beyond national history framings. Topics will range widely, including culture, society and political economy. This course is designed to be relevant both for students of Britain and its empire and those interested in thinking about empires more broadly. It will be a useful incubator for PhD research papers and for masters theses.

Instructor(s): S. Pincus Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only
HIST 54700. Colloquium: European Cultural History, 19th-20th Centuries. 100 Units.
This colloquium surveys key approaches to and topics in European cultural history. We will read "old" and "new" cultural histories; reflect upon cultural history’s distinction from, and relationship to, other genres of historical writing; and consider a range of sources historians have used to write about culture. Our topics include power and ritual, everyday life, subjectivity, memory, popular culture and the media, generations and subcultures, cross-cultural interactions, cultural revolutions and culture in revolutionary times.
Instructor(s): E. Gilburd Terms Offered: Winter
Prerequisite(s): Open to MA and PhD students only.

HIST 56600. Colloquium: Modern Japan. 100 Units.
This colloquium is intended for graduate students preparing for a field exam in Japanese history and others interested in reading recent scholarship on the social, political, and cultural history of modern Japan.
Instructor(s): S. Burns Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): EALC 56600

HIST 56703. Colloquium: Society & the Supernatural in Late Imperial & Modern China. 100 Units.
Introductory studies of Chinese history and culture often ignore religion, treating Confucius’s alleged agnosticism as representative of mainstream culture. But ideas about supernatural entities-souls separated from bodies, ancestral spirits, demons, immortals, the vital energies of mountains and rivers, etc.-and practices aimed at managing those spirits were important elements in pre-1949 life. Spirits testified in court cases, cured or caused illnesses, mediated disputes, changed the weather, and made the realm governable or ungovernable. After declining (1950–70s), at least in public, various kinds of worship are again immensely popular, though usually in altered forms. This course traces changes in the intersection of ideas about spirits and daily social practices, focusing on attempts to “standardize the gods,” resistance to such efforts, and the consequences for cohesion, or lack of cohesion, across classes, genders, territory, ethnicity, and other differences. The ways in which religion has been intertwined with attempts to define communities and claim rights within (or over) them will be a central concern. Another central theme is what “religion” means as a category for understanding late imperial and modern Chinese history—an issue that will take on very different valences when we look at the 20th century, in which Western models of what religions should look like became increasingly influential among would-be secularizers and many religious activists as well.
Instructor(s): K. Pomeranz Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): EALC 56600

HIST 56800. Introduction to Science Studies. 100 Units.
This course provides an introduction to the interdisciplinary study of science, medicine, and technology. During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, “science studies.” The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. 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; and efforts to apply science studies approaches beyond the sciences themselves.
Instructor(s): Karin Knorr Cetina Terms Offered: Spring. Offered in Spring 2023
Equivalent Course(s): KNOW 31408, HIPS 22001, SOCI 40137, ANTH 32305, CHSS 32000

HIST 57300. Colloquium: Environmental History. 100 Units.
This graduate colloquium provides an advanced introduction to the vibrant field of environmental history. We will trace the evolution of this rich historiography, from first-generation classics—often focused on the American West—through the geographical and thematic diversification of recent years. The course will give a flavor of this diversity, touching upon influential works in emerging subfields like animal history, climate history, enviro-tech, and evolutionary history. Throughout, we will study how historians have addressed new analytical and aesthetic challenges: negotiating the insights of the natural sciences, incorporating nonhuman agency, and writing history at the vast scales of deep time and the planetary. The course is ideal for PhD students preparing a general examination field and/or designing a research paper, but is open to MA students as well.
Equivalent Course(s): CHSS 37400

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): Cornell Fleischer Terms Offered: Autumn
Prerequisite(s): TURK 20103 or equivalent
Note(s): Enrollment by instructor consent
Equivalent Course(s): TURK 40589
HIST 58302. The Ottoman World in the Age of Suleyman the Magnificent. 100 Units.
This seminar/colloquium 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. Usually taught as a two-quarter research seminar, this year only the first quarter is offered, with a 15-20 paper due at the end. 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 reformation 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 quarter-long colloquium comprises a chronological overview of major themes in Ottoman history, 1300-1600. In addition to 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): Cornell Fleischer Terms Offered: Autumn
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): CMES 30852, ISLM 30852, NEHC 30852, NEHC 20862

HIST 58303. Ottoman World/Suleyman II. 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 reformation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Winter
Equivalent Course(s): CMES 30852, NEHC 30853

HIST 59201. Colloquium: Modern Jewish History-Essential Topics, Questions, and Texts. 100 Units.
Intensive survey of recent (and some select classic) scholarship on modern Jewish political, cultural, intellectual, social, and economic history on a global scale, coupled with some essential primary sources.
Instructor(s): K. Moss Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.

HIST 60500. Colloquium: Angels and Demons. 100 Units.
From Enoch to Milton, angels and demons were central to the Christian understanding of creation, whether as the invisible intelligences of the celestial hierarchy or as the powers through which astrologers and magicians worked. This course will focus on reading primary sources from late antiquity through the seventeenth century for the study and importance of angels and demons, the roles which they played in Christian theology and devotion, the development of ideas of virtue and goodness, evil and sin, and the interactions they were believed to have had with human beings. Special attention will be given to both contemplation and magic, as well as the role of the Virgin Mary as Queen of Angels and terror of demons.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.

HIST 60905. Colloquium: Topics in Early Modern Europe. 100 Units.
This colloquium introduces graduate students to important themes in early modern history, providing an opportunity to get to grips with both classic interpretations and new arguments in the field. The subjects addressed will vary from year to year, depending on the faculty member leading the class and the interests of the participants. They will generally include a comparative element, however. Students will be expected to gain experience in interpreting historical evidence while appraising historiographical debates. The course will require historiography essays and may serve as an incubator for research papers.
Instructor(s): A. Johns Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): CHSS 60905

HIST 62100. Colloquium: Subaltern Studies-Issues and Historiography. 100 Units.
The course will discuss problems of researching and writing histories of "subaltern classes" by focusing on some key ideas and texts produced by scholars related to the South Asian series Subaltern Studies (c. 1980-2000).
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): CCCT 62100, SALC 50200
HIST 62602. Colloquium: American History II, from 1865. 100 Units.
This course is a companion to American History I. 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 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
Prerequisite(s): Open to MA and PhD students only.
Note(s): Assignments: book reviews, presentations, historiographic essay.

HIST 62610. Colloquium: Topics in US History. 100 Units.
This reading-intensive course focuses on topics in US history.
Instructor(s): J. Levy Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only by consent of instructor.

HIST 64203. Colloquium: The History of Jewish Time. 100 Units.
The colloquium will discuss different conceptions of Jewish time. We will examine temporal concepts in the Bible, Talmud, and medieval and modern texts. We will consider the production of time in everyday life but, also, in Jewish art, philosophy, literature, and history.
Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
Note(s): This course is taught by Nitzan Lebovic, the 22–23 Joyce Z. Greenberg Visiting Professorship in Jewish Studies.
Equivalent Course(s): HIJD 64203

HIST 64400. Colloquium: The Humanities, the Human, and the Nonhuman. 100 Units.
In this course, we will read some basic classical and early modern humanist texts in European history and try to relate them to later intellectual developments, such as nineteenth-century humanism, as well as to more recent ideas about the posthuman and the nonhuman.
Instructor(s): D. Chakrabarty and F. Hartog Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): SCTH 64400, CCCT 64400, KNOW 64400, SALC 64400

HIST 64612. Colloquium: Political Economy and the Enlightenment's Long Twentieth Century. 100 Units.
Beginning in the 1970s, intellectual historians in the Euro-American world began to rediscover what had been a temporarily lost world of Enlightenment-era political economy. During the interval of comparative oblivion before this rediscovery, nineteenth-century classical political economy appeared to hold the keys to understanding the origins and evolution of advanced industrial societies; but the political and economic turbulence of the 1970s and 1980s punctured the end of that implicit consensus. We shall begin by examining, among others, members of the "Cambridge School" such as John Pocock and István Hont, as well as non-Cantabrigian pioneers like Albert Hirschman, Jean-Claude Perrot, Reinhart Koselleck, and Hugh Trevor-Roper. In the first part of the course, our aim will be to reconstruct the late twentieth-century questions to which the political economy of a resolutely preindustrial eighteenth century seemed to be an answer. At issue will be increasingly contested understandings of sociability; the autonomy and rationality of market processes; the role of the state; globalization; and the anachronism of virtue in individualistic, liberal societies. We will then turn our attention to the debates and analytical refinements among the political economists of the long eighteenth century. These may include Charles Davenant, Bernard Mandeville, Charles de Montesquieu, William Petty, François Quesnay, Adam Smith, and Anne-Robert Jacques Turgot.
Instructor(s): P. Cheney and J. Isaac Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): SCTH 64612

HIST 64613. Colloquium: Microhistory and Narrative. 100 Units.
Microhistory has been a powerful influence on historical writing for some decades now. This course will explore and analyze what "going micro" can bring to the discipline and will seek to evaluate its weaknesses as well as its strengths. Starting with some of the classic originators of the field (Levi, Ginzburg, Zemon Davis, Darnton), we will trace its development through discussions of issues of scale (Revel), and up to recent efforts to conjoin the micro with the global (Trivellato, Ghobrial, Rothschild, etc.). We will pay close attention to the way that microhistorical writing has challenged traditional approaches to narrative and causality. We will do this partly by exploring its relationships with other, seemingly antithetical movements such as macro-, quantitative, and grand-narrative history and partly by considering intersections with the methodologies of literary studies. The course will cover both the early and late modern periods. Content will be largely but not exclusively European in focus,
and students will be strongly encouraged to explore how a microhistorical approach could be used within their developing research projects.

Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only

HIST 66701. The Contours of Twentieth Century Thought I: Between Dialectical Theology and Analogical Imagination. 100 Units.
Well into the twenty-first century it seems a good time to look back with the benefit of 20/20 hindsight and take stock of the major theological developments of the twentieth century. Aside from the enormous impact of major historical events like the communist revolution and two World Wars, there is also the event of Vatican II and the civil rights struggle in the US. Throughout it all we see the profile of some extraordinary individual theologians (Barth, Lubac, Balthasar, Tracy a.o.) embedded in a larger story marking the end of some major theological movements (neo-scholasticism) and the beginning of others (dialectical theology and nouvelle théologie). This first of what is intended as a two-sequence course on twentieth-century theology will focus on the work of a number of Catholic and Protestant theologians, who struggle with the legacy of the Enlightenment and the need to reconceptualize theological thought in a fast secularizing and globalizing world.
Instructor(s): Willemien Otten Terms Offered: Autumn
Note(s): Some knowledge of German and/or French will be helpful. This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): HCHR 40401, THEO 40401

HIST 67100. Colloquium: History of Cities and Megalopolises. 100 Units.
This colloquium considers the cultural, political, and social history of a century modern cities (1870s-1970s) as a global phenomena.
Instructor(s): M. Tenorio Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.

HIST 67400. Colloquium: Settler Colonialism, History and Theory. 100 Units.
This course 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 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 will be the British and French empires, but texts will include settler-indigenous contexts including East Asia, South Africa, Australia, Hawai‘i, and Palestine. Students are welcome to pursue research topics in any part of the Atlantic world.
Instructor(s): M. Kruer and L. Auslander Terms Offered: Autumn
Prerequisite(s): Consent of instructors; open to MA and PhD students only.
Equivalent Course(s): CRES 67400

HIST 67603. Public History Practicum I. 100 Units.
In this two-quarter course students will engage in the theory and practice of public history in partnership with organizations doing community-oriented work in a variety of areas. In the winter colloquium, we will read and discuss the theory and practice of public history as well as materials relevant to the projects you will pursue in the spring. In the spring practicum, you will work in groups of 3-5 directly with one of the partner organizations. All of the project-based work will be done collaboratively; working with partners means that there will be hard deadlines. Projects and coursework will be designed to be adaptable to current public health conditions. A showcase presentation of the projects is scheduled for the end of the spring quarter, by which time you will have become acquainted with current scholarship on public history and with experience in its actual practice. The final projects will be part of your portfolio and may be listed on your c.v.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Consent only; email Prof. Rossi by 7th wk of Aut qtr (michaelrossi@uchicago.edu) if interested in taking the course. Partner organizations/projects will be advertised in advance of that deadline; an info session will explain the sequence’s details. The Win qtr counts as a History grad colloquia.
Note(s): Every effort will be made to place students in their first choice of project; contact Prof. Rossi for further information. The course is open to PhD students in the Social Sciences, Humanities, and Divinity School at any point in their residency as well as to MA students.
Equivalent Course(s): ARTH 47603, CHSS 67603, ANTH 54610, SOCI 50126

HIST 67604. Public History Practicum II. 100 Units.
See HIST 67603
Instructor(s): M. Rossi Terms Offered: Spring
Prerequisite(s): HIST 67603
Equivalent Course(s): CHSS 67604, SOCI 50127, ANTH 54611, ARTH 47604

HIST 69200. Colloquium: Atlantic Slavery. 100 Units.
This colloquium will introduce graduate students to the major methodological and historiographical debates animating the study of slavery in the Atlantic world. Tracing an expansive period—from the fifteenth to the
nineteenth centuries—we will explore the complex economic, political, ideological, social, and cultural contexts which made and were remade by early modern bondage. In addition, students will be asked to consider slavery as a global historical process, unconstrained by the boundaries of the modern nation-state, and involving most of Europe’s major empires. Though assigned readings will principally focus on African slavery, the class will also engage histories of indigenous enslavement and other contemporaneous regimes of forced labor. Key discussions will include the role of African cultures in the Americas, Black-indigenous relations, bondspeople’s manipulation of colonial institutions, the centrality of slavery to American economic development, the contentious politics of slavery during the Age of Revolutions, and enslaved people’s theorizations of liberty and imperial subjecthood.

Instructor(s): M. Hicks
Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.

HIST 70001. The Departmental Seminar I. 100 Units.
The two-quarter History graduate seminar leads to the completion of the first-year research paper. The autumn quarter focuses on the craft of historical research and the art of critical discussion as students begin work on their individual projects. Students will consider what constitutes a good historical question, examine a wide range of research methods and analytical strategies, and explore how historians articulate the significance of their work. Brief weekly readings and guest sessions with faculty members will encourage students to think and learn beyond their geographical, chronological, and methodological specializations. Assignments will be geared toward laying the groundwork for a successful research paper and will also ask students to experiment with novel questions, sources, and methods. Upon completing the quarter, students should be prepared to begin writing.

Instructor(s): G. Winant & T. Zahra
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, aiming to create work that is important both to their chosen subfield and to at least some scholars beyond it. The seminar discussions will emphasize methods of historical inquiry and argumentation, as well as aspects of writing such as style, revision, and the use of evidence. Students will be especially encouraged to develop their skills as generous and constructive readers of one another’s work.

Instructor(s): G. Winant & T. Zahra
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

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