Department of History

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

Chair

- Emilio H. Kouri

Professors

- Clifford Ando, Classics
- Leora Auslander
- John W. Boyer
- Mark P. Bradley
- Susan Burns
- Dipesh Chakrabarty
- Paul Cheney
- Bruce Cumings
- Brodwyn Fischer
- Cornell Fleischer, Near Eastern Languages and Civilizations
- Jonathan Hall
- Adrian D.S. Johns
- James Ketelaar
- Emilio H. Kouri
- Jonathan Levy
- Ken Moss
- David Nirenberg, Committee on Social Thought
- Steven Pincus
- Kenneth Pomeranz
- Robert J. Richards
- Mauricio Tenorio
- 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
- Rashauna Johnson
- Jonathan Lyon
- Emily Lynn Osborn
- Ada Palmer
- Richard Payne
- Johanna Ransmeier
- Michael Rossi
- James Sparrow
- Amy Dru Stanley

Assistant Professors

- Kathleen Belew
- Elizabeth Chatterjee
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 orals 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, 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 s (admissions@ssd.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. 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.
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 Ph.D. program are required to have three mentored teaching experiences. Students may serve as teaching assistants, interns in Core sequences, lecturers in undergraduate courses or may co-teach with faculty. The History Department's von Holst Prize Lectureships permits three students to design undergraduate courses centered on their dissertation research. 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.

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.

**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 31404. Britain in the Age of Steam 1783-1914. 100 Units.**

In the Victorian era, Britain rose to global dominance by pioneering a new fossil-fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian society, from politics and religion to industrial capitalism and the pursuit of empire. Such historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through direct comparison with Victorian energy use. Assignments include short essays based on energy “field work” and explorations in past and present material culture.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): LLSO 21404, CHSS 31404, HIST 21404, HIPS 21404, ENST 21404
HIST 32109. Elective Affinities: Thomas Aquinas and Bonaventure on the Return to God. 100 Units.
The return to God (or reditus) is one of the central themes in medieval mysticism and in mysticism more
generally. But return signals much more than a state of mystical contemplation. It involves finding a path back
to God, not as an escape for human beings who find themselves in turmoil in the world but as a way for them
to articulate where they find their true, spiritual home. Return is in many ways more about carving out one’s
intellectual trajectory than about the ecstasy of achieving actual union with God. Deferral and suspense are as
important as consummation. Finally, return is the mirror image of procession, the path that creation follows once
it is set in the world. To understand return then, one has to begin at creation. This course will interrogate Thomas
Aquinas and Bonaventure, contemporary scholastic thinkers with respectively a more Aristotelian and a more
Platonic profile, on the theme of return, seeing it both as a theoretical construct or object and as the lens through
which they approach theology.
Instructor(s): Willemien Otten Terms Offered: Winter
Equivalent Course(s): THEO 45005, RLST 25005, HCHR 45005, HIST 22109

HIST 32205. The Printed Book in the West: Evidence & Interference from Bibliography and Book History. 100
Units.
This hands-on seminar, conducted in the Hanna Holborn Gray Special Collections Research Center, will teach
graduate students and advanced undergraduates how to read the whole book (viz. paper, type, illustrations,
bindings, mise-en-page) in order to understand the relationships between materiality and the making of
culturally instantiated meanings. Understanding the book as a coalescence of human intentions, we will learn
about the processes of making books from incubula through the early C20, with particular emphasis on the
hand-press period (c.1450-1830). Students will learn the elements of bibliography (the formal analysis of printed
artifacts) and be equipped to undertake bibliographical and book-historical research projects of their own. We
will consider the central importance of such investigations for literary and historical scholarship, for the critical
editing of texts, and for thinking about how we interrogate the past in a digital age.
Instructor(s): Michael Suarez Terms Offered: Winter
Equivalent Course(s): HIST 22205, ENGL 22250

HIST 32116. History, Religion, and Politics in Augustine’s City of God. 100 Units.
Augustine’s City of God is a major work of history, politics, and religion. Written after Rome was sacked by the
Visigoths in 410, the work begins an apology (justification) of the Empire’s turn to Christianity and expands
to offer a sweeping and deeply theological account of human history and society in terms of earth-bound
versus heaven-centered community. Augustine’s citizenship and politics entails living out membership in either
either fellowship while commingled on earth with the other. Augustine analyzes Roman history and politics as well
as the new religion first encouraged and eventually imposed in the wake of Constantine’s conversion. We shall
read the entire work in translation, attending to historical observations, political stances, and religious views.
Augustine made arguments of his own but saved huge swaths of Varro and other otherwise lost sources to
forum his historical critique of Rome, social analysis, and many ultimately fresh views on matters like human
sexuality in paradise and in heaven. The class will meet once a week. A supplementary Latin reading group will
also convene once a week for close reading of important and demanding selections in the original. There will be
some invited international guest speakers.
Instructor(s): Willemien Otten and Michael I. Allen Terms Offered: Autumn
Note(s): There will be a weekly Latin reading group (F. afternoon, 90 minutes) for classics and other students
who want to tackle Augustine’s Latin. This course meets the HS or SCSR Committee distribution requirement for
Divinity students.
Equivalent Course(s): BIBL 35301, RETH 35301, CLCV 26421, HCHR 35301, FNDL 25304, HIST 22116, LATN
26421, THEO 35301, LATN 36421, RLST 25301, CLAS 36421

HIST 32122. Writing Christian Poetry. 100 Units.
Christianity begins with God’s creative Word: “In the beginning was the Word.” This course approaches the study
of Christian poetry as an exercise in creativity, encouraging students to explore the history of Christianity as
an expression of the poetic imagination. Readings will be taken from across the ancient, medieval, and modern
Christian tradition, focusing particularly on works originally written in Old, Middle or modern English as
models for writing our own poems, but drawing on a wide range of exegetical, liturgical, and visionary works
as models for writing our own poems, encouraging students to explore the history of Christianity as
an expression of the poetic imagination. Readings will be taken from across the ancient, medieval, and modern
Christian tradition, focusing particularly on works originally written in Old, Middle or modern English as
models for writing our own poems, but drawing on a wide range of exegetical, liturgical, and visionary works
supporting the readers of this symbolism and narrative embedded in these models. Is there such a thing as a
distinctively Christian perspective on history, morality, beauty, and art? What role does irony play? Is Christian
poetry fundamentally tragic or comic? What is the relationship between Christianity and culture?
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Note(s): This course meets the Historical Studies Committee distribution requirement for Divinity students.
Equivalent Course(s): MDVL 22122, RLST 27517, HCHR 32122, HIST 22122

HIST 32610. Paris and the French Revolution. 100 Units.
The French Revolution is one of the defining moments of modern world history. This course will explore the mix
of social, political, and cultural factors which caused its outbreak in 1789 and go on to consider the overthrow
of the Bourbon monarchy in 1792, the drift towards state-driven Terror in 1793-94, and the ensuing failure to
achieve political stability down to the advent of Napoleon Bonaparte in 1799. We will view these epochal changes
through the prism of France’s capital city. Paris shaped the revolution in many ways, but the revolution also
reshaped Paris. The urbane city of European enlightenment acquired new identities as democratic hub from
1789 and as site of popular democracy after 1793-94. In addition, the revolution generated new ways of thinking
about urban living and remodelling the city for the modern age. A wide range of primary sources will be used, including visual sources (notably paintings, political cartoons and caricatures, and maps).

Instructor(s): C. Jones Terms Offered: Winter
Prerequisite(s): Students taking FREN 22619/32619 must read French texts in French.
Equivalent Course(s): HIST 22610, FREN 22619, ARCH 22610, FREN 32619, ENST 22610

HIST 33519. The Arts of Number in the Middle Ages: The Quadrivium. 100 Units.
Alongside the arts of language (grammar, rhetoric, and logic), medieval students would encounter the arts of number: arithmetic, the study of pure number; geometry, number in space; music, number in time; and astronomy, number in space and time (in Stratford Caldecott’s formulation). In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of the medieval European intellectual, scientific, and artistic tradition. This is a companion course to “The Arts of Language in the Middle Ages: The Trivium,” but the two courses may be taken in either order.

Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIPS 23519, MDVL 23519, HIST 23519, CHSS 33519, FNDL 25688

HIST 33814. The Lands Between: Europe between the Black and Baltic Seas. 100 Units.
For centuries, the territory between the Baltic and Black Seas served as a crossroads of civilizations. Speakers of Yiddish, Polish, Ukrainian, Belarusan, German, Lithuanian, and Russian have claimed the region as their homeland; it has hosted large and influential Catholic, Orthodox, and Jewish confessional communities. These “lands between” have produced rich and meaningful cultural exchange, but they have also generated conflicts and horrific violence. How do we make sense of the cultures, ideas, and communities that emerged from this region? And how has this space mediated broader understandings of what is “Eastern,” “Western,” or “European?” This course employs a pedagogy of reconciliation, examining the history of the “lands between” from a variety of perspectives and working to reconcile contradictory understandings of the past.

Instructor(s): F. Hillis Terms Offered: Autumn
Equivalent Course(s): HIST 23814, REES 33814, REES 23814, JWSC 23814

HIST 34107. Law and Society, China and Beyond: Using Legal Sources. 100 Units.
This course uses the robust field of Chinese legal history as a starting point for an examination of how historians have used legal records and documents to write different kinds of historical narratives. We will explore the intersection of law and society in modern China through both primary and secondary texts. While historiographic questions from the China field will arise, the class will also consider legal history ideas more generally. We will engage in debates about the role of civil law: How might more contemporary legal practices be a legacy of law or custom? How do societies’ definitions of crime change over time. What role does the law play in shaping social attitudes toward different behavior?

Instructor(s): J. Ransmeier Terms Offered: Winter
Equivalent Course(s): HIST 24107, EALC 34107, HIST 24107, LLSO 24107

HIST 34115. Japan’s Empire. 100 Units.
The Japanese empire has long been considered “anomalous” among other modern empires: it was the first modern imperial project undertaken by a non-Western nation, one that was (purportedly) based not on racial difference but rather on cultural affinity; one that positioned itself as anti-imperialist even as it was involved in colonization. Although the empire was short-lived, it continues to shape the geopolitics of East Asia today. With an aim to reassessing the “uniqueness” of the Japanese imperial era, this seminar focuses on key issues in the historiography of the Japanese empire through the critical reading and discussion of recent Anglophone works.
Assignments: Weekly Canvas posts and final research paper.
Instructor(s): S. Burns Terms Offered: Winter
Equivalent Course(s): HIST 24115, EALC 34115, EALC 24115

HIST 34118. Aynu Civilizations. 100 Units.
This class examines the history of the Aynu peoples, the indigenous peoples of Japan. Particular focus will be given to their oral histories. Ability to read Japanese a plus but not required.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): EALC 24118, HIST 24118, EALC 34118

HIST 34511. Social and Economic Institutions of Chinese Socialism, 1949 to 1980. 100 Units.
The socialist period (for our purposes here, c. 1949-1990) fundamentally transformed the institutions of Chinese social and economic life. Marriage and family were redefined; rural communities were reorganized on a collective basis; private property in land and other means of production was abolished. Industrialization created a new urban working class, whose access to welfare, consumer goods, and political rights depended on a large extent on their membership in work units (danwei). Migration between city and countryside came to a halt, and rural and urban society developed in different directions. This course will focus on the concrete details of how this society functioned. How did state planning work? What was it like to work in a socialist factory? What role did money and consumption play in a planned economy? Our readings are in English, but speakers of Chinese are encouraged to use Chinese materials (first-hand sources, if they can be found) for their final papers.
Instructor(s): J. Eyferth Terms Offered: Spring
Equivalent Course(s): EALC 22451, HIST 24511, EALC 32451
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 Hupei 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: Autumn
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 24513, HIST 24513, EALC 34513

HIST 34516. Human Rights in China. 100 Units.
This seminar explores the diverse range of human rights crises confronting China and Chinese people today. Co-taught by Teng Biao, an internationally recognized lawyer and advocate for human rights, and University of Chicago China historian Johanna Ransmeier, this course focuses upon demands for civil and political rights within China. Discussions will cover the Chinese Communist Party’s monopoly on power, the mechanisms of the Chinese criminal justice system, and the exertion of state power and influence in places like Tibet, Hong Kong, Xinjiang, and Taiwan, as well as the impact of the Peoples Republic of China on international frameworks. We will discuss the changing role of activism, and the expansion of state surveillance capacity. Students are encouraged to bring their own areas of interest to our conversations. Throughout the quarter we will periodically be joined by practitioners from across the broader human rights community.
Instructor(s): Johanna Ransmeier, History, Teng Biao, Pozen Visiting Professor Terms Offered: Winter
Prerequisite(s): Consent Required
Equivalent Course(s): HMRT 24007, EALC 34517, HIST 24516, HMRT 34007, EALC 24517

HIST 34602. Objects of Japanese History. 100 Units.
The collections of Japanese objects held at the University of Chicago’s Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago will be examined as case studies in museum studies, collection research, and, more specifically, in the interpretation of things "Japanese." Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections themselves and the relation of these collections to museum studies per se.
Instructor(s): J. Ketelaar Terms Offered: Spring
Prerequisite(s): We will make several study trips to the Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago during class time.
Equivalent Course(s): EALC 39504, CHST 24602, ARTH 39505, HIST 24602, ARTH 29505, EALC 29504

HIST 34706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course explores the history of one of the world’s largest cities from its origins as the castle town of the Tokugawa shoguns in the early seventeenth century, to its transformation into a national capital and imperial center, and concludes in the postwar era as Tokyo emerged from the ashes of World War II to become a center of global capital and culture. Our focus will be on the complex and evolving interactions between the natural and built environments of the city and politics, culture, and social relations.
Instructor(s): S. Burns Terms Offered: Winter
Equivalent Course(s): CRES 24706, HIST 24706, CRES 34706, EALC 24706, EALC 34706, ARCH 24706, ENST 24706

HIST 35104. History and Philosophy of Biology. 100 Units.
This lecture-discussion course will consider the main figures in the history of biology, from the Hippocrates and Aristotle to Darwin and Mendel. The philosophic issues will be the kinds of explanations appropriate to biology versus the other physical sciences, the status of teleological considerations, and the moral consequences for human beings.
Instructor(s): R. Richards Terms Offered: Autumn
Note(s): For students taking PHIL 23405, the course is (B) (II).
Equivalent Course(s): HIPS 25104, PHIL 23405, PHIL 33405, HIST 25104, CHSS 37402

HIST 35110. Philosophy of History: Narrative & Explanation. 100 Units.
This lecture-discussion course will focus on the nature of historical explanation and the role of narrative in providing an understanding of historical events. Among the figures considered are Gibbon, Kant, Humboldt, Ranke, Collingwood, Acton, Furet, Danto. (B) (III)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): PHIL 30506, KNOW 31401, PHIL 20506, HIST 25110, CHSS 35110, HIPS 25110
HIST 35300. American Revolution, 1763 to 1789. 100 Units.
This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776-1789) for evidence on the ways in which the Revolution was truly revolutionary.
Instructor(s): E. Cook Terms Offered: Winter
Equivalent Course(s): HIST 25300, LLSO 20601

HIST 35415. History of Information. 100 Units.
Everybody knows that ours in an information age. No previous generation ever enjoyed access to the mass of material made available by Google, iTunes, Amazon, and the like. At the same time, however, no previous generation ever had its reading, listening, and traveling so thoroughly tracked, recorded, data-mined, and commercialized. Information thus shapes our culture for both good and ill, and it is up to us to understand how. This course provides students with the materials to do that. It ranges across centuries to trace how information has been created, circulated, and controlled. In short, it tells us how our information age came into being, and why it has generated the issues with which it now confronts us.
Instructor(s): A. Johns Terms Offered: Spring
Equivalent Course(s): LLSO 23501, HIST 25415, CHSS 35415, KNOW 25415, KNOW 35415, HIPS 25415

HIST 35613. Saints and Sinners in Late Antiquity. 100 Units.
Between the third and seventh centuries, Christian communities came to flourish throughout the Middle East and neighboring regions in the Roman and Iranian empires as well as the kingdoms of the Caucasus, Central Asia, and Ethiopia. This course will examine the development of Christian institutions and ideologies in relation to the distinctive social structures, political cultures, economies, and environments of the Middle East, with a focus on the Fertile Crescent. The makers of Middle Eastern Christianities were both saints and sinners. Holy men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the intention of reshaping society through prayer, asceticism, and writing; some also intervened directly in social, political, and economic relations. The work of these saints depended on the cooperation of aristocrats, merchants, and rulers who established enduring worldly institutions. To explore the dialectical relationship between saints and sinners, we will read lives of saints in various Middle Eastern languages in translation.
Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): HIST 25613, NEHC 30600, NEHC 20600

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 sacramal 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): HIST 25901, NEHC 20840, ISLM 30840, MDVL 20840, NEHC 30840, RLST 20840

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

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

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.
Terms Offered: Winter
Equivalent Course(s): HIST 16102, CRES 16102, LACS 34700, PPHA 39770, ANTH 23102, LACS 16200, SOSC 26200

HIST 36103. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, ANTH 23103, LACS 34800, CRES 16103, SOSC 26300, PPHA 39780, HIST 16103
HIST 36304. Literature and Society in Brazil. 100 Units.
This course explores the relations between literature and society in Brazil, with an emphasis on the late
nineteenth and early twentieth centuries and the Modernist movement of 1922. We will read poetry but pay
special attention to the novel. The Brazilian novel, like the Russian novel, was an arena in which intellectuals
debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction may
be used and misused as a historical document. All works available in English translation.
Instructor(s): D. Borges Terms Offered: Spring
Prerequisite(s): Students taking the course as PORT 26304/36304 must read works in Portuguese.
Equivalent Course(s): HIST 26304, LACS 36304, LACS 26304, PORT 26304, PORT 36304

HIST 36419. Intellectuals in Latin America. 100 Units.
This course will examine the lives and thought of intellectuals in Latin America and the Caribbean. We will
emphasize the nineteenth and twentieth centuries. One central question will be the transformation of the
institutions and roles of a "lettered class" in Latin American cities from the colonial period to the present. We will
analyze social thought in many kinds of work, ranging from science to literature and from texts to performances.
Instructor(s): D. Borges
Prerequisite(s): Students taking the course with a Romance subject code must do readings and the final paper in
Portuguese or Spanish.
Equivalent Course(s): SPAN 36419, LACS 26420, HIST 26419, PORT 26419, PORT 36419, LACS 36420, SPAN 26419

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

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. Yet the region's urban experience has generally been understood through North Atlantic models,
which often treat Latin American cities as disjunctive, distorted knockoffs of idealized US or European cities.
This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban
issues such as informality, inequality, intimacy, race, gender, violence, plural regulatory regimes, the urban
environment, and rights to the city. Interdisciplinary course materials include anthropology, sociology, history,
fiction, film, photography, and journalism produced from the late nineteenth to the early twenty-first centuries.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history
Equivalent Course(s): HIST 26511, LACS 26510, ARCH 26511, LACS 36510, ENST 26511

HIST 36805. The History of Capitalism in India. 100 Units.
This course explores the trajectory of capitalism in India from the colonial period to the present, with a particular
focus on the twentieth century. How should we understand colonial India's place in the global history of
capitalism? What was the relationship between postcolonial economic planning and changing class politics
in the decades after independence in 1947? Finally, has India begun to converge upon a global paradigm of
neoliberalism since the 1980s? As part of this course, we will read classic texts of Indian political economy,
analyzing how both the theory and practice of capitalism in the region challenge Western-centered histories.
Instructor(s): E. Chatterjee Terms Offered: Autumn
Note(s): No prior knowledge of South Asian languages is required, though some familiarity with Indian history
would be an asset.
Equivalent Course(s): SALT 36805, SALT 26805, HIST 26805

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.
Equivalent Course(s): HIST 27006, AMER 37006, AMER 27006, LLSO 25411
HIST 37716. Religion and American Capitalism. 100 Units.
This course will introduce students to the intersection of religion and capitalism in the United States. Through a variety of primary and secondary readings, we will explore how religious people and institutions have interacted with, affirmed, and challenged American capitalism. We will pay particularly close attention to the alternative moral economics envisioned by religious communities in the United States. The first part of the course will provide a historical introduction to the interplay of religion and American capitalism; the latter part will deal with the role of religion in contemporary debates over work, sustenance, and inequality.
Instructor(s): Will Schulz
Terms Offered: Winter
Equivalent Course(s): RLIST 21430, AMER 40200, HCHR 40200, AMER 21430, RAME 40200, HIST 27716

HIST 37717. American Religion Since 1865. 100 Units.
Why is religion more vital in the United States than in almost any other industrialized nation? This course will address that question by tracing the religious history of America from Reconstruction to the present. We will examine how religion has influenced every aspect of American society, from everyday life to presidential politics. We will look at religion's role in major events like World War I, the Great Depression, and the Civil Rights Movement. And we will explore how in recent decades the United States has become a nation of incredible religious diversity. This course is grounded in secondary literature; its goal is to introduce students to both the history and historiography of religion in the modern United States.
Instructor(s): Will Schulz
Terms Offered: Autumn
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): AMER 31410, AMER 21410, HIST 27717, RAME 31410, RLIST 21410, HCHR 31410

HIST 37719. Radical America. 100 Units.
This course explores various sorts of radicalisms in America (religious, political, sexual, environmental) from the eighteenth century to the present.
Instructor(s): J. Dailey
Terms Offered: Winter
Equivalent Course(s): HIST 27119

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: Winter
Prerequisite(s): Graduate students by consent of instructor.
Equivalent Course(s): MUSI 27709, GNSE 37709, GNSE 27709, CRES 37709, HIST 27709, CRES 27709, MUSI 37709

HIST 38703. Baseball and American Culture, 1840-1970. 100 Units.
This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The course will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones
Terms Offered: Winter
Equivalent Course(s): CRES 28703, CRES 38703, HIST 28703

HIST 39105. Gendering Slavery. 100 Units.
This reading seminar will introduce students to the key questions, methods, and theories of the burgeoning field of gendered histories of slavery. Global in scope, but with a focus on the early modern Atlantic world, we will explore a range of primary and secondary texts from various slave societies. Assigned monographs will cover a multitude of topics including women and law, sexualities, kinship, and reproduction, and the intersection of race, labor, and market economies. In addition to examining historical narratives, students will discuss the ethical and methodological implications of reading and writing histories of violence, erasure, and domination. Learning to work within and against the limits imposed by hegemonic forms of representation, the fragmentary nature of the archive, and the afterlives of slavery, this course will examine how masculinity and femininity remade and were remade by bondage.
Instructor(s): M. Hicks
Terms Offered: Spring
Equivalent Course(s): LACS 39106, GNSE 29105, CRES 29105, LACS 29106, HIST 29105

HIST 42503. Renaissance Humanism. 100 Units.
Humanism in the Renaissance was an ambitious project to repair what idealists saw as a fallen, broken world by reviving the lost arts of antiquity. Their systematic transformation of literature, education, art, religion, architecture, and science dramatically reshaped European culture, mixing ancient and medieval and producing
the foundations of modern thought and society. Readings focus on primary sources: Petrarch, Poggio, Ficino, Pico, Castiglione, and Machiavelli, with a historiographical review of major modern treatments of the topic. We will discuss the history of the book, cultural and intellectual history, and academic writing skills especially planning the dissertation as a book and writing and submitting articles to journals.

Instructor(s): A. Palmer

Prerequisite(s): Upper-level undergraduates with consent of instructor. Students with Latin, Greek, Italian, French, Spanish, or German will have the opportunity to use them.

Equivalent Course(s): CMLT 42503, CLAS 42514, ITAL 42503

HIST 42901. The Habsburg Monarchy and the Austrian Republic, 1740-1983. 100 Units.

This colloquium will give students in modern European history a systematic overview of major interpretive problems in Hapsburg and Austrian history from 1740 to 1955. We will consider issues such as the competing historiographical narratives about the fate of the empire; reform absolutism and eighteenth-century communities in the empire; 1848 in Vienna and in the empire; the empire during the constitutional crises of the 1860s; liberalism, nationalism, and the political culture of the post-1867 dualism; mass politics in the empire after 1890; fin de siècle culture in Vienna; the social history of World War I and the collapse of the empire; the revolution of 1918 and the reasons behind the ultimate failure of the First Republic; and authoritarianism, Nazism, and postwar reconstruction.

Instructor(s): J. Boyer

Prerequisite(s): Upper-level undergraduates with consent

Equivalent Course(s): CMLT 42503, CLAS 42514, ITAL 42503

HIST 44003. Lost Histories of the Left. 100 Units.

When most Americans think about "the left," Marxism, Soviet state socialism, or European social democracy spring to mind. This course will explore alternative—but now largely forgotten—blueprints for revolutionizing the political and social order that emerged in the nineteenth century. We will pay special attention to utopian socialism, early anticOLONIAL movements, the Jewish Labor Bund, and anarchism. Examining the intellectual underpinnings of these movements, their influence on the modern world, and the factors that led to their demise, we will also consider what lessons they can teach to those committed to realizing a better future today.

Instructor(s): F. Hillis

Prerequisite(s): Consent is required for advanced undergraduates. Please email Professors Zeitlin and Burns a paragraph explaining what you bring to the seminar and what you hope to get from it.

Equivalent Course(s): REES 44003

HIST 44610. Medical Knowledge in Early Modern Japan and China: History/Literature. 100 Units.

This experimental seminar examines how medical knowledge is constituted and disseminated in texts, images, and performances in early modern Japan and China (roughly 1600-1850). This period saw an explosion in the number of doctors, print and visual materials, and a new centrality of medical, pharmacological, and bodily knowledge and practices. Looking beyond national, cultural, and political boundaries, we will study how shared medical traditions converge and diverge over time and space. How did literary genre shape and constrain the forms medical knowledge took and vice-versa? Who has access to and who has control over technologies of health and sickness, including learned medicine, vernacular healing, and self-care? How was efficacy understood, contested, and proven in a medical and legal context? Primary sources to be read include medical and crime cases, forensic reports, plays, novels, biographies, imperial encyclopedias, almanacs for daily life, illustrated pharmacopeia, religious tracts, printed advertisements, and shops signs. Film and TV episodes will be screened to explore contemporary narratives of early modern medical knowledge in the very different political and media economies of post-war China and Japan.

Instructor(s): Judith Zeitlin and Susan Burns

Prerequisite(s): Consent is required for advanced undergraduates. Please email Professors Zeitlin and Burns a paragraph explaining what you bring to the seminar and what you hope to get from it.

Equivalent Course(s): CDIN 48080

HIST 45004. The Values of Attention. 100 Units.

Attention confers value - aesthetic, moral, epistemic, and now monetary value - upon whatever it singles out from the stream of experience. This seminar explores the long history of the theories and practices of attention in philosophy, religion, psychology, and the arts. Guiding questions include what objects are deemed worthy of attention and why; extreme states of attention such as religious contemplation or scientific observation, the schooling of attention through practices such as reading and web-surfing, theories of how attention works, and pathologies of attention.

Instructor(s): Lorraine Daston

Prerequisite(s): Consent is required for advanced undergraduates. Please email the instructor directly by email.

Note(s): Note: This course will be offered MW during the first 5 weeks of SQ 2022

Equivalent Course(s): CHSS 30961, SCTH 30961

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: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CHSS 45300

HIST 47102. Christianity and Slavery in America, 1619-1865. 100 Units.
This seminar will examine the relationship between Christian thought and the practice of slavery as they evolved historically, especially in the context of European enslavement of peoples of African descent in the colonies of British North America and in the antebellum South. Emphasis will be placed on the ways in which Christianity functioned as an ideological justification of the institution of slavery and an amelioration of practices deemed abusive within slave societies. The following questions will be addressed in some form: Why did some Christians oppose slavery at a specific time and in a particular historical context? In other words, why did slavery become a moral problem for an influential though minority segment of the United States by the early 19th century? What was the process by which and why did white evangelical Christians, especially in the South, become the most prominent defenders of slavery as it was increasingly confined to the South? What were some of the consequences of debates about slavery in regard to efforts to engage broader social reform? What role did race play in the historical development of slavery? How did people of African descent shape and practice Christianity in British North America and the Southern States of the United States? Although our focus is on what became the United States of America, we also linger on discussions about the broader international dimensions of slavery and slavery’s importance in the development of the Americas.

Instructor(s): Curtis Evans
Terms Offered: Autumn
Note(s): This course meets the HS Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.
Equivalent Course(s): RAME 42901, HCHR 42901

HIST 47503. Chicago in United States Urban History. 100 Units.
Chicago has long been one of America’s most studied cities and has often been regarded as one of its most “representative” ones. This graduate colloquium aims to increase familiarity with Chicago’s own history, to use Chicago as a case study in which to explore American urban development from the mid-nineteenth century to the present, as well as the historiography, methods, and sources that shape the field of US urban history. Readings and discussion each week will focus on a selected theme and moment in Chicago’s development; written assignments will include three brief critical essays and a final paper in the form of a “mock proposal” for a well-conceptualized research project on a significant issue in Chicago’s history.

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

HIST 47602. The Age of Walter Rauschenbusch: The Social Gospel. 100 Units.
This course is a critical evaluation of the theological and social thought and the historical contributions of the Social Gospel, which is regarded as a relatively distinct effort to reform the American social, economic and political order from the 1880s to the 1920s. We will explore a number of themes that preoccupied leading thinkers, including but not limited to the Kingdom of God, a critique of individualism, social solidarity, revisions of divine immanence or God’s relation to the world, the person and ethics of Jesus, and human progress. These themes will not be treated abstractly, but as theological and social ideas regarded as instruments of concrete engagement with and attempts to transform America’s increasingly urban, industrial and pluralistic society. Particular emphasis is placed on the work and writings of Walter Rauschenbusch, a prominent Baptist preacher and church historian who provided a sustained revision of Christian social thought, a radical critique of capitalism and the growing power and influence of corporations in US economic and political life. Although primary focus will be on Protestant Christianity as the exponent of Social Gospel reform, some effort is made to understand how Catholics challenged and reflected some of these critiques of American society.

Instructor(s): Curtis Evans
Terms Offered: Winter
Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.
Equivalent Course(s): RAME 43900, HCHR 43900

HIST 49502. Colonialism, Globalization, and Postcolonialism. 100 Units.
The narrative of this course encompasses European overseas expansion from the fifteenth through nineteenth centuries and the emergence from this process of, first, early modern proto-colonies (monopolistic trading companies and slave plantations), then modern colonies (European-ruled territories inhabited by non-European “colonial subjects”), and, finally, the fate of these territories as postcolonies in the late twentieth- and early twenty-first-century global order. The analytic goal is to integrate politics (the formation of colonial regimes and successor nation-states); economics (the dialectics of global capitalism, European overseas expansion, and varieties of development/underdevelopment); and culture (the construction of European and “third-world” identities via colonialism). The lectures and assigned readings will privilege “northern” European (British, Dutch, German, as opposed to Iberian, but including French) colonialism and focus upon tropical Africa, the British and French Caribbean, and South Asia. Students are welcome, however, to challenge or extend this definition of the topic. Class sessions will combine lectures and discussions of readings. Requirements are two short (3-5 pages)
critical discussion papers and one longer final essay (10-12 pages) either discussing an approved, self-selected topic or responding to prompts on general course issues.
Instructor(s): R. Austen Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 49701. Cultural Cold War. 100 Units.
In this course we will consider culture wars amidst the Cold War. We will range across media and aesthetic schools to examine the entanglement of art and politics, culture and diplomacy, creativity and propaganda, consumerism and the avant-garde, nuclear aspirations and dystopian visions, artistic freedom and police operations. The course’s basic premise is that, notwithstanding the bipolar world it created, the Cold War was a multisided affair, so our readings will extend beyond the United States and the Soviet Union to include various national contexts.
Instructor(s): E. Gilburd Terms Offered: Spring 2018-2019
Prerequisite(s): Upper-level undergraduates with consent of instructor
Equivalent Course(s): REES 49701, INRE 39701, PLSC 49701

HIST 49800. Between the Jewish Question & the Modern Condition: Jewish Thought, Culture, and Politics, 1830-1940. 100 Units.
In the 19th c., the Jewish presence in Europe ceased to be a fact & became a Question: how were Jews to be transformed and integrated—or ‘emancipated’—into ‘society.' From the 1870s, this Jewish Question was globalized & politicized by nationalism, new forms of antisemitism, European imperialism, capitalism’s reordering of global life, mass migration from Eastern Europe to the US, the racialization of global politics & tensions of nation & empire in Eastern Europe, the Ottoman world & the Middle East. This class investigates how European US & Middle Eastern Jews confronted the Jewish Question (1830s-1930s) communally & individually. It asks how this confrontation shaped key dimensions of modern Jewish thought, culture & politics: Zionism & other forms of modern Jewish politics, Jewish social thought, religious life, communal policy & new forms of secular culture. Conversely, we will also consider the limits of approaching modern Jewish culture & consciousness as a response to the Jewish Question: are modern forms of Jewish religiosity & secularity, gender norms, visions of culture, education & the moral life better understood as emergent responses to more general problems of modernity? Alternatively, should key aspects of contemporary Jewish life—such as religious nationalism & religious revivalism—be understood at least in part as products not so much of modernity’s powers as of modernity’s limited effects on a Jewish tradition evolving according to its own cultural logic?
Instructor(s): K. Moss Terms Offered: Autumn
Prerequisite(s): Graduate students of all intellectual background welcome; advanced undergraduates with consent of instructor.
Note(s): Readings include classic and new scholarship matched to key works of Jewish thought and culture. All readings in English (translation), but I will happily facilitate reading in the original languages.
Equivalent Course(s): GRMN 38821, REES 49800

HIST 50401. Seminar: Mediterranean Societies Beyond the Polis I. 100 Units.
This two-quarter seminar introduces students to key debates and challenges in the study of ancient Mediterranean societies outside or elliptical to the boundaries of the city-state. In the first half, readings and discussions will interrogate Greek and Roman concepts of territoriality and border-making, frontiers and hinterlands, and political community, as well as assess limitations in method and evidence for studying the material histories of nonurban social formations. The course takes a broad approach by exploring diverse regional and chronological case studies. In the second quarter, students will write a major research paper. Non-Classics students may enroll for just the first quarter by arrangement with the instructors.
Instructor(s): C. Ando, C. Kearns Terms Offered: Autumn
Equivalent Course(s): CLAS 40921

HIST 50402. Seminar: Mediterranean Societies Beyond the Polis II. 100 Units.
This two-quarter seminar introduces students to key debates and challenges in the study of ancient Mediterranean societies outside or elliptical to the boundaries of the city-state. In the first half, readings and discussions will interrogate Greek and Roman concepts of territoriality and border-making, frontiers and hinterlands, and political community, as well as assess limitations in method and evidence for studying the material histories of nonurban social formations. The course takes a broad approach by exploring diverse regional and chronological case studies. In the second quarter, students will write a major research paper. Non-Classics students may enroll for just the first quarter by arrangement with the instructors.
Instructor(s): C. Ando, C. Kearns Terms Offered: Winter
Equivalent Course(s): CLAS 40922

HIST 56304. Colloquium: Modern East Asian History I. 100 Units.
This is a reading and discussion colloquium on modern East Asia, meaning China, Korea, and Japan. We will read one book per week and discuss it in class. Students will be expected to prepare an opening five-minute critique of the week’s reading to get our discussions going. PhD students will write a research paper. MA students will do either a paper that compares and contrasts four or five (good) books on East Asia, or they will write a paper that deals with some particular problem or conundrum that derives from the readings or our class discussions; the second option is not a research paper, but one in which a premium is placed on your ability to think through a problem that appears in the reading or comes out of our discussions. The paper is due on the last
day of exam week for those MA students and History PhD students taking the colloquium for just the autumn term. In the winter quarter, continuing students will present their papers for discussion with the class.

Instructor(s): B. Cumings
Terms Offered: Autumn
Prerequisite(s): History graduate students have the option to enroll in autumn quarter only, with a research paper due in December. Open to MA and PhD students only.
Equivalent Course(s): EALC 56304

**HIST 56305. Colloquium: Modern East Asian History II. 100 Units.**

In the winter quarter students will present their research papers for discussion with the class.

Instructor(s): B. Cumings
Terms Offered: Winter
Prerequisite(s): HIST 56304 or EALC 56304
Equivalent Course(s): EALC 56305

**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): Adrian Johns
Terms Offered: Autumn. Offered in Autumn 2020
Equivalent Course(s): CHSS 32000, ANTH 32305, KNOW 31408, SOCI 40137, HIPS 22001

**HIST 56900. Colloquium: The Scientific Image-Formalism, Abstraction, and Realism. 100 Units.**

This course explores the broad field of scientific image-making, focusing in particular on problems of formalism, abstraction, and realism. What makes a “good” scientific image? What kind of work do scientific images do? What philosophical, ideological, and political constraints underwrite attempts to render the complexity of events and entities in the world in stylized visual vocabularies? And how might we approach the work of aesthetics and style in image-making? We will examine these questions through a survey of several contemporary scholarly frameworks used for thinking about problems of representation in scientific practice and will attend to such image-making practices as graphing, diagramming, modeling, doodling, illustrating, sculpting, and photographing, among other methods.

Instructor(s): M. Rossi
Terms Offered: Spring
Prerequisite(s): Consent of instructor; open to MA and PhD students only.
Equivalent Course(s): CHSS 56900

**HIST 56903. Brauer Seminar: Theology of Nature and Nature of Theology. 100 Units.**

This Brauer seminar will explore historical, ethical, legal and theological conceptions of “nature” and extrapolating from these reflect on the “nature of theological reflection” and so connect the various meanings of the seminar’s title. The question of nature-human and non-human-is hotly debated today. This is true in the face of the global environmental crisis but no less so in important matters brought before the Supreme Court, which might lead to the overturning of Roe vs. Wade or the undoing of same-sex marriage and are often grounded in appeals to ‘nature’ and the natural. The topic has occupied thinkers throughout Western history ranging from natural law ethics, moral naturalism, definitions of the existence and essence of God and, for Christians, the “nature”, i.e., hypostatic union of the Christ, questions about creation and the natural order, and the possibility and task of natural theology. Even current questions about transhumanism and posthumanism find historical forerunners in ideas about theosis or divinization of human nature as well as in debates about resurrection and the possibility of mystical self-transcendence. Each of these topics implies something about nature and also about the nature and task of theological thinking. The seminar will explore these matters with a focus on and shifting understanding of human and divine nature, sustained throughout by a deep interest in the question of “natural religion,” “natural law,” and “natural theology.”

Instructor(s): Willemien Otten and William Schweiker
Terms Offered: Winter
Prerequisite(s): Course admission is based on application.

Note(s): There is a stipend for admitted students. More information about Brauer Seminar classes can be found here: https://divinity.uchicago.edu/martin-marty-center/brauer-seminar. This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): RETH 57900, HCHR 57900, THEO 57900

**HIST 57200. Colloquium: Infrastructure in History-Theory, Materiality, and Power. 100 Units.**

Dams, sewers, railroads, water pipes, power lines, barbed wire, and garbage dumps: long treated as virtually invisible, the study of infrastructure has exploded in recent years. This colloquium will explore different theoretical and methodological approaches to the history of large technological systems. What are the best methodological tools for studying the history of large technological systems? What is the relationship of infrastructure with capitalism, settler and liberal colonialism, and postcolonial development? How should we theorize and write about nonhuman agency, especially in an age of ecological crisis? While reading and critiquing recent historical
classics, we will also venture across interdisciplinary boundaries to examine innovative approaches arising out of science and technology studies, anthropology, urban geography, and the environmental humanities.

Instructor(s): E. Chatterjee Terms Offered: Winter
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): CHSS 57200

**HIST 58300. Ottoman Diplomats and Paleography. 100 Units.**

This course covers readings in a variety of document types from the fifteenth and sixteenth centuries.

Instructor(s): C. Fleischer Terms Offered: Spring
Prerequisite(s): Two years of modern Turkish and one year of Ottoman Turkish, or equivalent.
Equivalent Course(s): NEHC 40583

**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 reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The 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): ISLM 30852, NEHC 20862, CMES 30852, NEHC 30852

**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 reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.

Instructor(s): Cornell Fleischer Terms Offered: Winter

**HIST 60000. Colloquium: Latin American Historiography, 19th-21st Century. 100 Units.**

Colloquium: Latin American Historiography, 19th-21st Century
Instructor(s): M. Tenorio Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): LACS 60000

**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 62506. Colloquium: Capitalism and Culture. 100 Units.**

This colloquium explores capitalism as a problem of both culture and political economy. Studying both classic and new work in the field, it concentrates on the following issues: the commodity as a paradigm for selfhood and social exchange; market relations as a focus of the contest between freedom and slavery; the relationship among class, work, and inequality; consumer culture; the gender implications of market principles of freedom and virtue; mass culture, individual agency, and advertising; industrialization, deindustrialization, and state formation.

Instructor(s): A. Stanley Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
HIST 62601. Colloquium: 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): R. Johnson Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.

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): K. Belew Terms Offered: Winter
Prerequisite(s): Consent of instructor; open to MA and PhD students only.
Note(s): Instructor will notify registered students with the classroom location.

HIST 62706. Colloquium: 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: Spring
Prerequisite(s): Open to MA and PhD students only.

HIST 63003. Colloquium: The American South, 1865-Present. 100 Units.
The South has had something of a makeover in recent years. The region previously associated with hierarchy, racism, patriarchy, ignorance, superstition, intolerance, violence, and a certain unfamiliarity with legal norms obtaining elsewhere has been transformed, as one historian of the South put it recently, into "a place that nurtured radical political alternatives and offered them up to the rest of the nation." In the nineteenth century, yeomen farmers resisted the forces of capitalist economic change and slaves helped turn a war for reunion into one for emancipation. In the twentieth century, "women worked for political equality and social reform; industrial workers organized to right the oppressive hegemony of the business elite; and African Americans' constant struggle against white supremacy made the civil rights movement possible." We will explore this massive narrative paradigm shift in this course, which is intended for graduate students in US history. Focusing on the topics of politics, memory, and representation in the post-Civil War South, our readings will emphasize recent publications driving the new southern synthesis.
Instructor(s): J. Dailey Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.

HIST 64611. Colloquium: Biopolitics and Political Economy, Historiographical Problems and Opportunities. 100 Units.
How have historians navigated between the traditions of Marx and Foucault? Traditionally, in political economy, capital is "dead labor" and social power is repressive, reducing people to the status of things. On the other hand, for Foucault, the characteristic form of power in modernity-biopower-is generative of life. We will explore these theoretical traditions and their points of overlap and divergence. More so, however, we will study how historians have made use of these approaches in empirical research.
Instructor(s): G. Winant Terms Offered: Winter
Prerequisite(s): Open to MA and PhD students only.

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): A. Goff Terms Offered: Winter
Prerequisite(s): Consent of instructor is required; email Prof. Goff by 7th week of Aut qtr 2021 (agoff@uchicago.edu) if you are interested in taking the course. Partner organizations and projects will be advertised in advance of that deadline, and an information session will explain the details of the sequence.
Note(s): Every effort will be made to place students in their first choice of project; contact Prof. Goff 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, ANTH 54610, SOCI 50126

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

HIST 69100. Colloquium: The Antillean Plantation Complex. 100 Units.
This colloquium will examine the plantation complex as it developed in the Caribbean basin over the long eighteenth century (circa 1650-1825), with an emphasis on the French and British islands. We will pay particular attention to the long-debated role of plantation slavery and the production of tropical commodities in laying the basis for modern forms of capitalist accumulation. We will also consider demographic developments, the ecological impact of the plantation system, creole culture, metropole-colony relations, the role of Enlightenment thought, and gender.
Instructor(s): P. Cheney Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only; capacity to read French desired but not required.

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): B. Fischer & K. Pomeranz 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): B. Fischer & K. Pomeranz 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.